



Universiteit vir Tegnologie:
Kaapse Skiereiland
Cape Peninsula
University of Technology

TEACHERS' AND PARENTS' EXPERIENCES REGARDING THE NO-FEE POLICY IN A
HISTORICALLY DISADVANTAGED SCHOOL.

BY

CLIVE JIMMY WILLIAM BROWN

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Supervisor: Dr Chiwimbiso Kwenda

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ABSTRACT

Many schools in the Western Cape Province of South Africa have opted to change from a fee-paying school to that of no-fee paying school, due to the small or no income of funding received annually from learners from poor economic backgrounds. The study aimed to investigate whether this school fee system was able to successfully address barriers which the previous system was unable to, and for this reason I addressed the stakeholders who are involved in the implementation of this no-fee school policy. This study aimed to explore the experiences of teachers and parents at the no-fee school well after its transition from fee-paying. In summary, the study examined whether the no-fee allocated funds per learner were able to improve the school performance indicators (school facilities, resources, teacher complement, pass rates, infrastructure, etc.), since the change took place.

The study applied a qualitative case study methodology to realize its purpose. I used purposeful sampling to select one newly declared no-fee school. From this school, one principal, six teachers and four sets of parents were interviewed on their experiences regarding this policy. Semi-structured interviews and observation with document analysis were triangulated to collect and enrich the data. The study revealed that this no-fee school was able to address the needs of the poor in the Lotus River historically disadvantaged community.

KEYWORDS

Fee-paying schools

Former Model C schools

No-fee school

No-fee school policy (NFSP)

Previously/historically disadvantaged schools

Quintile system

DECLARATION

I, Clive Jimmy William Brown, declare that the contents of the dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed



Date

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Earthly friends may prove untrue, doubts and fears assail. One still loves and cares for you; Jesus never fails. Jesus never fails, Jesus never fails, Jesus never fails. — Arthur A Luther (1891-1960) from the New Apostolic Church Hymnal.

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DEDICATION

To my three nephews, Logan, Caiden, Carter, and niece Annabella Rose: this study is dedicated to you. "Uncle Clive" as I am known by you, wishes to instil the importance of hard work and perseverance in you. I love you all dearly.

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ACRONYMS AND ABBREVIATIONS

ANC	African National Congress
DoE	Department of Education
HOD	Head of Department
NFSP	No-fee school policy
QTDA	Qualitative Thematic Data Analysis
RD	Relative Deprivation
SGB	School-Governing Body
SMT	Senior Management Team
WCED	Western Cape Education Department

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Educational equity reforms in post-apartheid South Africa were intended to equalise funding among provinces, schools and socio-economic groups. This was undertaken through national policies that would direct state funding to public schools. The most significant pieces of legislation were the National Education Policy Act (South Africa, 1996b), the South African Schools Act (South Africa, 1996a) and the Employment of Educators Act (South Africa, 1998b). On reviewing Mestry and Ndhlovu's (2014: 1) report titled: *"The implications of the National Norms and Standards for School Funding policy on equity in South African public schools"*, I concur that the overall aim of the South African government was to redress the education system through these pieces of legislation.

In South Africa, a majority of children live in poverty stricken areas, where a lack of money is a barrier to their schooling. The South African Constitution has created two government policies focusing on school fees to alleviate the financial strain on parents and give children their basic right to education. The two government policies are the School Fee Exemption Policy and the No-fee Schools Policy. Although these policies are in place to create a better educational system within the school, this does not mean that all stakeholders at schools have the same experiences regarding the impact of these policies. In a media release on 14 October 2013, the Provincial Minister of Education in the Western Cape, Donald Grant, confirmed that changes were necessary to improve the schooling of learners in South Africa, especially in his province. His address focused on the theme *"Western Cape to increase number of no-fee schools."* This was particularly required due to the fact that thousands of parents at fee-paying schools were either failing to pay their children's school fees, or had to apply for fee exemption, according to the Provincial Minister's statement.

The School Fee Exemption policy stipulates that if the parents of the learner have a combined annual gross income that is less than ten times the yearly school fees of one learner, the parents will qualify for a full exemption. Also, a Partial Exemption system is in place for parents who can only afford a small portion of the child's school fees. Children who are automatically exempted from paying school fees are Child Support Grant beneficiaries and children in foster care.

The school fee policy which I based my research on, is the no-fee schools' system that was established and implemented in 2007 by then Minister of Education, Naledi Pandor. This system, as outlined by Hall and Giese (2009) is not only about addressing financial barriers to education but form part of a broader education funding strategy to promote equitable and better quality education.

Having taught at various multi-cultural schools for the past eight years, I have witnessed the struggle of school management to provide for the basic needs of their learners. Many schools in the greater Cape (Western Province of South Africa) have opted to change from the traditional fee-paying school to that of a newly (although eight years running at the time of writing) no-fee paying school. The rationale for having chosen to base my research on this school fee system was to investigate whether this system is working successfully, and for this reason I addressed the stakeholders who are involved in the implementation of this no-fee school policy.

1.2 PROBLEM STATEMENT

McMillan and Schumacher (1993) clearly state that researchers make use of formal problem statements to guide their research. This problem statement gives an introduction to the importance of the problem, places the problem in an educational context, and provides the framework for reporting the results. The research problems then orient the reader to the significance of the study and the research questions or hypotheses to follow.

The problem which informs this study is thus the realization that, nine years after the implementation of the no-fee schooling system, which was supposed to alleviate the burden of parents paying their children's fees, 'most South African children still lived in poverty' (Farber, 2014: 1). Statistics showed that 56 percent of children in South Africa lived below the poverty line and many children were still not receiving access to quality education (Farber, 2014).

Poor learners are further disadvantaged with regard to access to schooling if their parents are unable to pay their school-fees, as Villette (2005) observes:

Bawsi Agricultural Workers Union of South Africa (BAWUSA) general secretary Nosey Pieterse pointed out that it was impossible for farmworkers who earned R112 a day, for instance, to afford school fees (p.1).

These issues demonstrate the sad reality of families that are poverty stricken, 22 years after the end of apartheid in South Africa, and illustrate the broad crisis which we have within our

economic system, which has a direct link with the educational system of our country. The crisis is that many schools in South Africa still experience poor resourcing due to limited funds being made available. This study explored the experiences of stakeholders at the no-fee school well after its transition from fee-paying.

In this study, the aim was to investigate in depth the experiences of staff and parents with the implementation of the no-fee policy. The investigation examined the experiences of the individuals affected by the policy on no-fee schooling with special attention to the professional management of the school which includes the principal and educators, and parental involvement. The policy on no-fee schools, with the experiences thereof, was the main object of the study. The study is conducted in the South African context; with special reference to a historically disadvantaged no-fee school. The research was conducted in one public primary school.

1.3 RATIONALE AND PURPOSE OF THE STUDY

The challenges associated with the payment of school fees in South Africa date back to the first decade of democracy. Mhlongo (2005), for instance, explains how the KwaZulu-Natal Education Department was once inundated with calls from parents who were complaining about schools that had issued letters stating that pupils with unpaid school fees would not receive their reports. The no-fee policy at schools would come as a relief for parents such as these (Mhlongo 2005). In a similar article titled: 'School's 115 pupils crammed in 3 classes', the writer, Villette, gives details about the overcrowding of classrooms at a farm school due to the growing farmworker population and the lack of support from the Western Cape Education Department to re-categorise the quintile under which the school is classified. Just a few kilometres away from this school where 115 learners from different grades were crammed into three classrooms, a former Model C school had 11 classrooms that were not in use.

The principal of the overcrowded school above and the community desperately wanted the education department to change their quintile category from 5 (least poor) to 1 (poorest school). The need for changing quintiles portrayed in this one example of disadvantaged schools is clear, if there is any hope to improve the schooling of the learners. It is disconcerting to know that, although the principal, Senior Management Team (SMT), School Governing Body (SGB), parents of learners, and community members who form part of the stakeholders of the school, acknowledged the problem, the education department seemed to be failing to remedy their situation.

The need for changing quintiles from fee-paying to no-fee paying is vital, given cases such as the two mentioned above. It is a case of relative deprivation; a substantial discrepancy between what these schools believe they deserve and what they actually receive (Crosby, Muehrer & Loewenstein, 1986). Relative deprivation, with its associated anger and grievance, derives when individuals experience a discrepancy between what they have and what they want; what they have and what they believe they deserve; what they do not have and others do (Fine, Burns, Torre & Payne, 2008).

This study, therefore, also looked at how the participants perceived the impact of the no-fee policy on their school, assuming that relative deprivation influenced their perceptions about the experience of transition.

1.4 AIM OF THE STUDY

The purpose of my study was to investigate the experiences of stakeholders involved in educational reform at a selected historically disadvantaged school. I examined the experiences of stakeholders at the selected previously disadvantaged school regarding the extent of educational improvement, or lack thereof, which came about as a result of the transition from a fee-paying to non-fee paying school system. This study was necessary, given the fact that some researchers report some successes of the educational reforms since 1994 in South Africa, while others report the contrary.

Spaull (2012), a researcher in the Department of Economics at Stellenbosch University, for instance, illustrates that even though statistical evidence showed that the educational system was in a crisis, it was not all doom and gloom (Mtshali, 2013). Interventions from the Department of Basic Education (DoBE) have brought about a positive change, says Spaull (2012).

The DoBE created two intervention programmes to monitor annual growth, with an emphasis on engaging in reflection each year, so the Annual National Assessments (ANAs) and the Workbook initiative were implemented. The ANAs are a tool to annually assess whether a learner requires support in the two subjects which are languages and mathematics. The examination which is written by learners in senior phase (7-9), intermediate phase (4-6) and foundation phase (grade 1-3) is overseen by the Education Department, who is responsible for the setting of the question papers and marking memorandum (exemplars). The Workbook initiative, also known as the 'Rainbow Workbooks', forms part of the DoBE's intervention plan to better the performances of South African learners in the first six grades. Each year a

learner receives two workbooks from government per subject in order to practise the language and numeracy skills that they have been taught in class. These books are provided to each public primary school free of charge, as a means of improving the quality of education which children in South Africa are receiving, and this initiative is made possible by the generous funding of National Treasury (WCED, 2016).

It is in this context that the study aimed to ascertain which of the above opposing views was correct with regard to the perceived impact of the fee policy change on the performance of the selected school. The specific school which I selected to base my research on is located in an extremely milieu deprived community located in the Western Cape, in Cape Town. This community in which the school is based is well-known for high crime levels, huge school (primary and high) drop-out rates, teenage pregnancy, single parent homes and large gangster groups.

There was clearly a need for research to be done here to investigate if reliable, valid measures have been put in place by the WCED to ensure that the transition from a fee-paying to non-fee school system was successful at this one school. The emphasis of my study was on the perceived nature of the transition from a fee-paying to a non-fee paying school and this could best be achieved through the perspectives of the principal, teachers and parents. In order to realise the general aim of this research, my objective was to determine the following: a) to investigate the shift between the fee policies at the school and determine whether stakeholders feel positive change has occurred, and b) to create a model which shows the variables that either promote or hamper the provision of quality education at a no-fee paying school, based on the experiences of the participants.

In summary, the study examined whether there has been a perceived improvement in the school performance indicators (school facilities, resources, teacher complement, pass rates, infrastructure, etc.), since the change took place. Furthermore, from the data collected I then designed a model which highlights the variables and processes and outcomes that have characterised the transition, so that insight can be gained on how to best manage and understand such a transition. To achieve this, the research focused on the questions listed below.

1.5 RESEARCH QUESTIONS

This study was conducted in order to answer the following questions:

Main research question

1.5.1 What are the views of teachers and parents regarding the implementation of the no-fee policy at a previously historically disadvantaged school?

Sub questions

1.5.2 How does the school principal experience the impact of the no-fee policy on the school?

1.5.3 What are the perceptions of teachers regarding the no-fee policy?

1.5.4 What are the opinions of parents regarding the no-fee policy?

1.6 SIGNIFICANCE OF THE STUDY

The study is aimed at contributing to the existing body of literature on no-fee schooling and the experiences thereof by stakeholders such as the principal, staff and the parents of learners who transitioned from fee-paying to no-fee paying schooling. The output of this study may also guide school stakeholders to be able to identify the trends in experiences through the transitioning and transformation of school-fee policies. This study has explicitly justified why it is necessary to review the experiences of stakeholders in their attempt to fully implement a school fee system, regardless of claiming to fully understanding it. Furthermore, the study will aid school stakeholders in making decisions regarding the no-fee system, and educate individuals about the policy. More so, it would enable current fee-paying schools to look into the experiences of individuals who have familiarity in the transition of school fee policies. Insights to be obtained in this study will help school management to rethink more rigorously the exact reason for applying for a change in quintile system and wanting to be declared a no-fee school. Finally, school administrators can gain comprehensive understanding of the first-hand experiences of stakeholders involved in executing a new school fee policy.

1.7 CLARIFICATION OF KEY TERMS AND CONCEPTS

Research on the no-fee school policy has generated numerous issues and it is the researcher's aim to give an overview of the topic at hand by explaining certain terms to the reader. Although some researchers, educators, or policy makers may have different interpretations of these terms; for the purpose of the research reported here, the definitions

within this thesis relate strictly to the case of no-fee policy. The definitions were taken from a variety of work done by researchers in the field of 'school fees'.

1.7.1 Fee-paying schools

Schools that are not classified as no-fee schools will have the SGB determine fees and must inform parents and caregivers (Hall & Monson, 2006).

1.7.2 Former Model C schools

Also known as 'state-aided schools' and could admit black learners capped at 50% of the enrolment. These schools would receive 75% of their budget via state funding and the remaining 25% of their operating budgets through fees from parents and private voluntary donations (Naong, 2013).

1.7.3 No-fee school

No-fee school means a public ordinary school that might *not levy a compulsory school fee* (RSA, 2006: 42).

1.7.4 No-fee school policy (NFSP)

No-fee school policy means a policy that *abolished school fees in the poorest schools nationally* (Hall & Monson, 2006). This policy authorizes the Minister of Education to annually declare South African public schools that are deemed to be poor as "no-fee" schools.

1.7.5 Previously/historically disadvantaged schools

Those schools who, prior to the new democratic dispensation marked by the coming into force of the constitution of the Republic of South Africa Act 1996 (Act No. 108 of 1996) were disadvantaged by unfair discrimination on the basis of race.

1.7.6 Quintile system

A system which requires the provincial department of education to assess a school using a ranking system which is based on the rates of income per household, unemployment and

illiteracy within the school catchment area, that will classify the school into a quintile (rank) from 1, being the poorest, and 5, the least poor (Create, 2009).

1.8 ETHICAL ISSUES

Ethics permission was requested from WCED (Appendix A) and the Faculty of Education Ethics Committee (Appendix B) to conduct the research. Therefore, I conformed to all the ethical requirements throughout the research. Participants signed informed consent forms agreeing to participate in the research and were informed that their participation was voluntary.

1.9 OUTLINE OF THE STUDY

The study consists of five chapters. **Chapter 1** provides a general overview of the thesis research. It comprises of a broad introduction, aims of the study, rationale and motivation of the study, problem statement, research questions, significance of the study, ethics, definition of key terms and concepts, and outline of the study. **Chapter 2** provides a Conceptual Framework of three main theories namely: Systems Theory, Relative Deprivation Theory and Situated Learning Theory (Bronfenbrenner, 1979; Crosby et al., 1986; Lave & Wenger, 1991). It also details the literature review under the three main theories. The literature review sought to present factors relating to the commonality of how people construct their experiences of what they had before and what they have now, and whether they feel that the gap between what they have and what they wish for, has closed since the policy was promulgated. Situated Learning occurs in a place where learning and its application takes place in the same location. **Chapter 3** presents the methodology employed in this thesis research and it is composed of research design, a brief motivation of methodological stance, reasons for selecting the school, sample selection, and a description of participants. Also, I included in this section data collection and data verification processes, as well as ethical considerations. **Chapter 4** explores the results of the research and discussions of the findings by analysing the data collected during research. The themes that emerged from the analysed data are categorized into various sub-headers. **Chapter 5** provides a brief summary of research findings and conclusions as well as the limitations of the study, with concomitant suggestions for future research. Furthermore, the chapter seeks to answer the research questions underpinning this research thesis.

CONCLUSION

This introductory chapter provided a comprehensive introduction to the discussion and research on the no-fee school policy in South Africa. The background and rationale for such a study was identified, and the influence of this study in contributing to the research body of knowledge on no-fee school policy was highlighted. The context of the study, teachers' experiences, was underscored. The next chapter will present a detailed discussion of the conceptual framework and literature review that informed this study.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 provides the conceptual framework underpinning the study and an in-depth review of current literature that relates to no-fee schooling, theory of systems, relative deprivation and situated learning.

The literature reviewed will, firstly, give the researcher a better understanding of South Africa's school-fee systems and school policies. Secondly, the literature review will help frame the research in order to explore teachers' and parents' experiences regarding the no-fee policy in a historically disadvantaged school.

Several newspaper reports which reflect our country's 22 years of democracy (at the time of writing) have sadly outlined the distressing challenges confronting the South African educational system in its attempt to 'make education better'. According to Mtshali (2013), increased funding by itself will not make education better. This view is shared by the then Finance Minister of South Africa, Pravin Gordhan, who stated in the national Budget speech (2013) that the money spent on education was not doing much to improve the state of schools and the results they produce. Also, in the Mtshali (2013) report an observation was made that, among schools that received more government funding, results continued to be poor. In essence, there seemed to be a discrepancy between the funding supposedly being provided by government and the services experienced by the stakeholders. Reference to the division of public schools into the five quintiles is mentioned in the report, to establish a reason for schools failing to produce better pass rates. I concur with the education analyst Bloch, that the no-fee schools were indeed a necessity, but they give pupils 'access and not quality' (Mtshali, 2013). Money is not the main issue at hand, according to Bloch (2016). However, this claim is debatable, as I know first-hand the difficulties schools experience in trying to run their affairs smoothly in the absence of school fees receipts. Furthermore, Bloch (2016) gives several reasons for the inaccessibility to quality education, namely: poor management and accountability (all round from the teachers, principals and parents), as well as district offices not providing schools with support and failing to assist teachers with content.

I review a range of literature that focuses on the no-fee policy and the significance which it holds for various schools throughout South Africa. What was evident from literature reviewed was that many of the theories highlighted, focused on the 'significance' of implementing a new policy, and not on the experiences of individuals in implementing such a policy. Literature that concentrates on reviewing the experiences of the no-fee policy through the first-hand experiences of teachers and parents was not readily available. Various perspectives regarding 'implications' and 'significance' are clearly outlined in a variety of studies done on no-fee schooling (Mampuru, 2012; Nkosi, 2012; Setoaba, 2011; Thwala, 2010). My research concern is based in the South African context and many of the theories I reviewed only partially covered aspects of this country. These theories, nonetheless, add to our understanding of the no-fee policy in the context of the system of a no-fee school. From the fair list of literature that I reviewed, it was evident that many of the theories did not address my research questions significantly.

In this study, concepts from three theories are used to clearly develop a conceptual framework that provides conceptual tools for exploring the interrelationship between teachers and parents regarding their experiences regarding the no-fee policy. The three theories are: Systems Theory by Bronfenbrenner (1979); Relative Deprivation Theory by Samuel Stouffer (1949) and Situated Learning Theory which was developed in 1991 by Lave and Wenger. Below I outline these three theories briefly. I will, in a latter section of the chapter, show how the theories link together to provide the concepts which frame the current study.

The theory of Systems (Bronfenbrenner, 1979) explicitly aims at child development. Nonetheless, Bronfenbrenner includes the school, where the no-fee policy exists in this case, within a pivotal layer inside his Systems Theory.

The issue of what is not evident within a System links up perfectly with the theory of Relative Deprivation (RD). Samuel Stouffer, a major contributor to social psychology on the theory of RD, goes into great depth to describe how this theory measures the degree of resentment expressed through the data obtained from individuals, which is then paired with dependent variables of similar scope (Pettigrew, 2015).

Furthermore, at the beginning of 1991 Jean Lave and Etienne Wenger proposed and described Situated Learning as a theoretical description of learning in a community of practice. This helped to develop the modern theory of Communities of Practice. Brown (2013) states that a situated learning space is one where learning and its application take place in the same location. These three theories will frame the current study, as will be

shown later. Below I review some literature focusing on school funding in South Africa to set the stage for the rest of the discussion in this thesis.

2.2 ADDRESSING SOUTH AFRICA'S SCHOOL-FEE AND FUNDING SYSTEM: A REVIEW OF THE POLICIES AND THEIR CRITIQUE.

Lemon (2004) describes education as being a critical element in post-apartheid restructuring. Fieldwork carried out in the Eastern Cape (neighbouring province of Western Cape, South Africa) involved visiting 15 schools ranging from “exclusive private schools to those in townships, informal settlements and rural areas”, to confirm if the national policies, which address quality and redress, were being practised. The finding was that for the poor majority, the system offers “neither equality of opportunity, nor significant redress to compensate for the injustices of apartheid education” (Lemon, 2004: 1). Despite almost twenty-two years of democratic governance in South Africa, there is growing evidence that equitable access to quality education remains elusive for the majority of the country’s children (Sayed & Motala, 2012). In one South African statistical report, which is based on the status of the schooling system, about three percent of Limpopo’s population between the ages of 7 and 18 reported not attending any form of educational institution in 2013. The three most cited reasons within the report for this dismal percentage under the category of ‘not attending’ were poor performance, disability or illness, and the lack of money to pay school fees.

With the no-fee school system and exemption policy in place since its implementation in 2007, I find it extremely sad that these learners missed out on their education. According to the statistic, it appears to indicate the existence of challenges in the implementation of the no-fee school policy. Sayed and Motala (2012) examined the introduction and the effects to date of the no-fee schools policy and assessed the progress of South Africa’s pro-poor education policies in their attempt to promote quality education and ultimately achieving equity of access to resource allocation. The outcome of Sayed and Motala’s study shows that schools are better off even when the loss of income (as a result of being declared no-fee) is taken into account. This finding was interesting for my study, as the study aimed to investigate the impact of the no-fee school system after the transition occurred at a selected school. I set out to understand what the benefits might or might not be after the transition process. However, contrary to Sayed and Motala’s (2012) finding, Hall, Woolard, Lake and Smith (2012), researchers at the Children’s Institution based at the University of Cape Town (UCT), state that some schools are reluctant to inform parents about the no-fee policy as the loss of school fees being paid by individuals can put a strain on the school finances, when

every bit of money is needed in the maintaining of the school. This observation by Hall et al (2012), is equally interesting for my study as I was able to determine which of these two claims relates to the experiences of stakeholders in a particular case.

Jones (2011) reports on the inequality and poor quality in South African education and makes a comparison between one top city school, a former model C school in Cape Town, and all of the 19 secondary schools in Khayelitsha (a Black township). The term 'township' is a remnant of the apartheid system. It was found that 165 pupils in the city school obtained 403 distinctions, meaning 2.4 distinctions each, whilst 3228 Khayelitsha pupils obtained 44 distinctions between them. The cause of these dismal results is based on the inaccessibility of library books, shared textbooks amongst learners, late-coming from teachers and learners, poor school infrastructure and, lastly, too little training, support and pay for teachers. Lemon (2004) concurs with Jones (2011), that the average black learner, during the apartheid era, received four times less than the average white learner, who greatly benefited from educational expenditure (Lemon, 2004). At the end of apartheid, only twenty percent of all budgetary expenditure from government was spent on learners, which in essence left the majority of children in deep inequality, but also in conditions of 'deprivation and extreme neglect'. What is worrying to note is that black learners, in a post-apartheid education system, are still being marginalized.

In their analysis Lemon and Lennard (2009) suggest that spatial variations have a critical influence on the impact of inequality, desegregation and state policies, with regard to overcoming the apartheid legacy in Cape Town schools. This situation of inequality is illustrated by the above-mentioned examples of the schools in Khayelitsha and the former Model C school in Cape Town. However, the writers stipulate that capital funding from government is not enough to change inherited inequalities and that "differential fees and fund-raising capacities perpetuate inequalities in operational resources" (Lemon & Lennard, 2009: 1)

It is within this context that the current study sought to unpack the concept of no-fee schooling in order to gain deeper insight into how people in one selected case have experienced the policy. It is noted by Lemon (2004: 2) that "class rather than race is now the main determinant of educational opportunity" within the context of South African education" (p.2).

The inequality depicted in the comparison of schools above is dire, in respect of delivering quality education, as outlined in the Bill of Rights of the South African Constitution, to

everyone. Therefore, one must look at the history of the school-fee policy within South Africa to establish if progression has taken place. I do this in the sub-section below.

2.3 THE HISTORY OF SCHOOL FEES & INEQUALITY IN EDUCATION IN SOUTH AFRICA: THE NEED FOR CHANGE.

Spren and Valley (2009) position their study, titled 'Education rights, education policies and inequality in South Africa', within the setting of a rights-based framework and describe in detail the tragic deaths of four schoolchildren, to highlight the enormity of continued poverty and inequality in South Africa. They illustrate that between 31 March and 19 June 1998, ten thousand people across the nine provinces of South Africa campaigned against the inequality in this land. The concerns raised by the groups involved unemployment, education, housing, health, the environment, social security and urban development. According to Spren and Valley (2009), these issues were thematically grouped, according to the severity of each, and the outcome was as follows:

In 1998 the Poverty and Inequality Hearings provided evidence that poverty was still a major obstacle blocking access to education, and the costs of school fees, uniforms, stationery, and transport imposed too heavy a burden on many. Issues affecting the quality of education and opportunities to learn, i.e. the lack of electricity, desks, adequate water and sanitation facilities in schools, were also referred to in a number of submissions (p.354).

Within this context of 'poverty and inequality', one cannot just expect learners to progress to the best of their abilities, when they have no control over the external factors that negatively hamper the success to their schooling (Spren & Valley, 2009: 354).

According to the Hunter Committee's Report on the *Committee to Review the Organisation, Governance and Funding of Schools* in 1995, at the end of the apartheid era, a huge discrepancy was evident in how the state allocated learner expenditure (Pampallis, 2008). White learners comprised approximately 9.5% of all learners in the country, coloured learners 7.6%, Indian learners 2.4% and African learners 80.5%. Per learner, expenditure was R5 403 for whites, R3 691 for coloureds and R4 687 for Indians. For Africans in the Bantustans it ranged from R1053 in the Transkei to R2 241 in QwaQwa. For Africans in non-Bantustan areas, per learner expenditure was R2 184. The totals listed make it evidently clear that black learners were not receiving a fair share of state funding, based on racial discrimination by the oppressive white ruling party until that time.

The changed political environment after 1994 meant that the new democratic state was committed to equality and redress of past racist discrimination. It was clear that state resources had to be distributed more fairly. The equalising and distribution of resources meant skewing state resources in favour of the poor (Pampallis, 2008). The Hunter Committee had estimated that if funding were equalised for all schools at the 1994 level of the former white schools, the education budget would have to be raised from R25.6 billion to R62.4 billion. This meant that policy developers within the new democratic government had to start looking for ways to use non-state funds for public education.

The African National Congress (ANC) then began to consider compromising the decades-old policy that education should be free, compulsory, universal and equal for all children. As Nzimande and Mathieson (2004: 9) put it:

The compromise that was being accepted within the Ministry, the Department and the ANC more broadly was to focus state expenditure on disadvantaged schools and communities, while schools with wealthier parents would be enabled to maintain the quality of their wealthier schools by collecting school fees (p.9).

It ought to be noted that Nzimande was the chairperson of the ANC Education Study Group and of the Parliamentary Portfolio Committee on Education from 1994 to 1999, while Mathieson was a researcher assigned to the Study Group (Pampallis, 2008).

Under the apartheid era in South Africa, learners who were not White suffered under huge inequalities in education. A book written by Isaac Tabata details how the then Prime Minister of South Africa, Hendrik Verwoerd, carefully masterminded the implementation of the apartheid policies. One of these policies was the Education for Barbarism Act (Tabata, 1960). Tabata describes the then Minister Verwoerd as the architect of Bantu Education and makes reference to one of Dr Verwoerd's speeches when the Minister said:

When I have control of Native education I will reform it so that Natives will be taught from childhood to realise that equality with Europeans is not for them. People who believe in equality are not desirable teachers for the Natives. Education must train and teach people in accordance with their opportunities in life, according to the sphere in which they live (p.3).

This type of sentiment set the tone for a change in education within South Africa with the advent of democracy.

One of the very first post-apartheid redress efforts by the new democratic government, particularly to education, was to look at granting "income support provision for children" and

this was developed by the Lund Committee in 1995 (Whitworth & Wilkinson, 2013). The Lund Committee, which at the time was greatly influenced by political negotiations and by the economic context, proposed that one hundred rand should be provided to all children under the age of seven whose caregivers satisfied a means test. According to Whitworth and Wilkinson (2013) this proposition from government wasn't straightforwardly received. They outline it as follows:

Despite criticisms of the Child Support Grant, in particular because of its low value and the application of a means test, its implementation in 1998 was an important step in embedding a social assistance transfer aimed at reducing child poverty in modern South Africa (p.4).

The implementation of this policy was a crucial step, in a need for change by a government that was once based on 'inequality', to provide all learners their basic right to education. After 1994 the government had to carry out an inventory to rectify the injustices of the previous oppressive government's divided educational system, which did not provide all citizens of various race groups with an equal education.

It is for this very reason that a response to classify schools into specific categories was developed and this will be outlined in the next section.

2.4 THE POVERTY SCORING SYSTEM FOR SOUTH AFRICAN SCHOOLS: A LOOK AT QUINTILE SYSTEMS.

Murray (2016: 3) gives a clear-cut, layman's description of what a 'Quintile system' involves and states the following:

All public schools in South Africa are given a ranking based on the level of poverty that exists within the community in which the school is located. More specifically, this ranking is based on the average level of income, the unemployment rate and level of education within the community, each of which are given a specific weighting that is determined by the Department of Education. Schools falling in the bottom 20% of this ranking (i.e. the poorest schools) are classified as being Quintile 1 schools. Schools falling within the top 20% of this ranking are said to be Quintile 5 schools (p.3).

The Consortium for Research on Education, Access, Transitions and Equity (Create, 2009), stipulates that one of the distinct mechanisms used in improving equity in education financing is the National Norms and Standards, which require that provincial departments rank each school into one of five quintiles, with Quintile 1 being the poorest and Quintile 5 the least poor, based on rates of income, unemployment and illiteracy within the school catchment area. The 2006 Education Law Amendment Act replaced provincial quintiles with national

ones. While there were many gains in terms of increasing equality, there was a clear recognition both within and outside the state that a two tier education system was operating in South Africa, one catering for the wealthy and one catering for the poor (Create, 2009). It was observed that the wealthy remained largely white and the poor remained black.

In response, the 2006 National Norms and Standards declared schools in quintile 1 and 2 to be no-fee schools, compensating these schools with a higher allocation for non-personnel, non-capital expenditure (Create, 2009). State funding to public schools is provided in two forms: personnel expenditure and non-personnel expenditure (otherwise referred to as the school allocation). Personnel expenditure remained unchanged, but the ratio of personnel to non-personnel expenditure was set at 80:20 (DoE, 2006) which is stipulated in the policy brief (Create, 2009). The school allocation is developed using five considerations: the rights of learners, the minimum basic package to ensure quality education, prices of goods and services, the national distribution of income differences and poverty, and lastly, the state budget. Previously, all schools complemented the school allocation by collecting school fees, but under the current policy, a fee-charging school can now apply to its Provincial Education Department to be declared a no-fee school according to the Create Policy (2009).

Each school is assigned a poverty score using data which comes from the community in which the school is located. The three specific poverty indicators used for this purpose are income, unemployment rates, and the level of education of the community, which are weighted to assign a poverty score for the community and the school.

Only after this process has been completed will the school be assigned to one of the poverty quintile systems which are determined nationally. The middle quintile is referred to as the “adequacy benchmark”, which is the minimum requirement for a school to provide a quality education (Create, 2009). Lastly, quintile 4 and 5 are fee-paying schools and this amount is decided upon by the School Management Team (SMT) together with the School Governing Body (SGB). A clear-cut outline of the procedure for fee-paying schools to follow, in order to be considered for a change in school-fee policy by the Western Cape Education department (WCED), requires that:

1. All members within a school acknowledge the difficulty in obtaining school fees from learners and are unable to maintain the running of the school due to a lack of fees;
2. Principal, educators and SGB (including parents of learners) apply to the District Office for a change of school-fee status;

3. The Education District Office forwards the application to Head Office, WCED, for consideration; and
4. WCED processes the application and considers it for consideration.

The government's most comprehensive study of the costs of schooling examined many aspects of school finance and concluded by changing policies. These changes meant that the school would be placed in national, rather than provincial quintiles. This would ensure that schools which were equally poor would be treated approximately equally with regard to state funding, no matter which province they were in (Pampallis, 2008).

Murray (2016) argues that Quintile systems act as performance indicators at higher educational institutions and concludes by stating that being a Black student who has been able to attend a more privileged quintile 5 school will hold a better outcome at the university, whereas being a White or Indian student who has also been able to attend a much better resourced quintile 5 school does not. The Quintile system, although viewed as a redress element to the educational needs of South African schools, has been badly criticised by the same institutions (Kanjee & Chudgar, 2009; Motala & Sayed, 2009; Strydom, 2012). Strydom (2012: 151) argues that in the census data "for what is spatially defined as the schools' catchment area, the quintiles do not adequately take account of the actual socioeconomic status of the schools' learners, many of whom travel long distances to attend school and so do not live within the spatially defined catchment area". Kanjee and Chudgar (2009) agree that while the quintile system is fairly accurate at identifying the most poor (quintile 1) and the least poor (quintile 5) schools, schools in the middle groupings are often incorrectly classified. In essence a call for "alternative quintile classifications" ought to be sought to give a true account of the learner population and the actual resources schools have access to (Strydom, 2012).

In attempting to evaluate the benefits of being placed in a specific Quintile System as a Black post-apartheid learner, Murray (2016: 1) employed a regression-based model, to highlight the worth of Quintile 5 schools and states the following:

An interaction effect associated with being a Black African student who has been privileged enough to attend a quintile five school was found to be significant. A main effect associated with being able to attend a more privileged quintile 5 school however, was found to be non-significant even after an adjustment has been made for gender, race, the receipt of some form of financial aid and residence-based accommodation (p.1).

This observation by Murray, on the enrolment of first year students at university, gives a clear-cut answer to the significant influence Quintile Systems hold for learners who want to further their studies at tertiary level.

There are still enormously unequal levels of 'social cohesion', which exist amongst educational institutions in a post-apartheid South Africa (Von Fintel, 2015; Schneider, 2016). Spaul (2012) unequivocally agrees with Von Fintel(2015) and Schneider (2016) and argues that a "Poverty and Privilege" system currently exists within our education system, whereby schools which predominantly served White learners under apartheid still remain functional, while schools that serve Black learners remain dysfunctional. This evidently means that although South Africa has one set of policy regarding education, in fact two school systems can lead to fake results and misleading policy conclusions (Spaul, 2012).

The literature reviewed in this section traced the developments in the South African educational landscape from the period before 1994 and thereafter. The current study used a selected case to investigate the experiences of teachers and parents regarding the change in school-fee policy and what their views thereof were. The following section focuses on the conceptual framework that was used to frame the study regarding teachers' and parents' experiences with the no-fee school policy at a selected previously disadvantaged school in Cape Town.

2.5 CONCEPTUAL FRAMEWORK

At the start of any research study, it is important to consider relevant theory underpinning the knowledge base of the phenomenon to be researched. By addressing simple questions, the researcher can begin to develop a loosely-structured theoretical framework to guide them. To enable a better understanding of the issues relating to school-fee policies and the impact they have on the various stakeholders involved, I framed my study around three specific theories and by combining concepts from these theories I gained some insights for understanding the data. The three theories are: Systems Theory, Relative Deprivation Theory and Situated Learning Theory. Situated Learning Theory is used as the guiding theoretical framework for my study, but concepts borrowed from the other two theories also contributed to frame the study. I will briefly explain the rationale for the systems thinking approach, firstly looking at the 'systems' and 'systems thinking'.

2.5.1 Systems Theory

In its broadest conception, a 'system' may be described as a complex of interacting components together with the relationships among them that permit the identification of a boundary-maintaining entity or process, according to Laszlo and Krippner (cited in Cupido, 2006: 12).

Grobler (1998: 1) and Aronson (1996:1) share the same views on the concept 'systems' and are of the opinion that a system is a number of interdependent components that form a whole and work together with a view to attaining a common goal. Grobler (1998) referred to the school as an example of a system and argues that, when viewing the school as a system, one needs to think of it as a whole, taking into consideration the interrelationship between the different components, and their relationship with the external environment.

Aronson (1996) saw the value of systems thinking in the fact that you can design smart, lasting solutions to problems, and defines 'systems thinking' as the art of seeing the world in terms of wholes rather than fragmented parts, and the practice of focusing on the relationships among the parts of a system. She further argues that:

In its simplest sense, systems thinking gives you a more accurate picture of reality, so that you can work with a system's natural forces in order to achieve the results you desire (Aronson, 1996: 1).

This said, I now move to provide the rationale for adopting a systems approach for this study below.

2.5.2 Rationale for using the systems thinking approach

According to Grobler (1998), the school is a system that consists of a number of interdependent components that form a whole, and work together with a view to attaining a common goal. For the purpose of this study, the common goal was to understand the experiences of teachers and parents at a no-fee school after the transition from fee-paying to now no-fee paying school. Teachers are a pivotal part of the school's educational system, and in order to establish whether a change in the school fee system is functioning well or not, one must communicate directly with the people involved.

The principal and teachers are the policy implementers at the educational institution, and if the policy is not implemented correctly, a negative ripple effect will result. It is for this reason that I was motivated to create a purely descriptive investigation based on the perceptions and self-reported views and experiences of purposefully-selected teachers and parents at a

purposefully-selected previously disadvantaged school which was once fee-charging but is now a no-fee school.

With this in mind, the empirical research component of this study actively sought the opinions, views and perceptions of various stakeholders in one school setting to begin to understand the issues or lack of issues which come with being declared a no-fee school.

Paquette and Ryan also make use of Bronfenbrenner's Ecological Systems Theory to better understand systems (2001). They define the ecological systems theory as "layers of environment, each having an effect on child development". In simple terms this means that different people will evidently influence the growth potential of your child. A school on its own is a system with various stakeholders that influence the growth potential of learners. This growth will occur without the consent of the parents, and it will form the basis of the children's frame of mind. This is why the perceptions which the teachers and parents had in mind regarding the change in school-fee policy were important to be investigated in the current study.

According to Bronfenbrenner (1979), in order to understand human development, one must consider the entire ecological system in which growth occurs. A school is influenced by various stakeholders that are on different levels, but the main aim of all stakeholders on each level is to make sure that the school operates successfully. The main stakeholder, in the context of the current study, is the Western Cape Education Department (WCED) with the Education Metro District Offices (EMDO) which influences the operation of schools. The school fees or funding is thus a system which can be viewed under the microscope of Bronfenbrenner's systems theory.

Bronfenbrenner goes further to describe this system as one embedded in various layers, which are the micro-system, meso-system, exo-system, macro-system and chrono-system. When implementing a school fee system, you will require a variety of individuals on various levels to ensure that the new form of funding is properly initiated and executed. The development within children in schools is based on over-arching partners in the micro, meso and exo-system. I will now describe these five different systems under different headings.

2.5.3 The micro-system:

Firstly, the micro-system has to do with anyone having an immediate active role within your environment. This system inhibits engagement in sustained progressiveness within a setting

which can include family, school, peer group and work place. According to Tissington (1994), the most direct interactions occur within the micro-system, particularly the classroom and the learner. It is in this specific system where learners are viewed as active participants who help to construct the environment in which they live. A school and all its stakeholders (parents, principal, members of staff) will have the most immediate and direct impact on a child's development. This then indicates to us that the policy makers will indirectly influence the development of the learners.

2.5.4 The meso-system:

Secondly, the meso-system is the interconnection of the self (which is the learner) and the immediate people outside that of the family, peer groups and the community in which the learner finds itself. For example, in the school context, if the management is failing to manage their finances and the purchasing of learning material and resources is not taking place, this situation can have a negative result on the performance of the learner.

2.5.5 The exo-system:

Thirdly, the exo-system involves links between a social setting, in which the learner does not have an active role, and the learner's immediate context. Darling (2007) views the micro-system as a 'person-process-context model', in which variability in a development process was studied as a function of context (home or school) and person (gender). The person in its own right and not the environment is the counterpoint of their own behaviour, the interaction between the learner (in the micro-system), and the family, peers and community (within the meso-system). For example: The Department of Education's neglecting to inform the school about the standard requirements for a bachelor's matric pass can result in learners being misinformed. The result may be that many learners will not have entry to higher degree institutions because of not perhaps obtaining the pass requirement.

2.5.6 The macro-system:

Fourthly, Tissington (1994) states that the most abstract level in Bronfenbrenner's analysis of socio-cultural influence is the macro-system. This detailed sphere focuses on the attitude and ideologies of the culture which are not tangible. This system describes the culture in which learners live. Cultural contexts include the socio-economic status of the school, poverty within the community, et cetera. This system, according to Tissington, develops over

time and includes a larger cultural context of individuals who practise in their own right that which is perceived as being right, according to the law of the country or rules of the community, in comparison to what is taught at home by the parents.

2.5.7 The chrono-system:

Lastly, the chrono-system level within the systems theory is the patterning of environmental events and transitions over the life course, as well as socio-historical circumstances.

Instead of concentrating on all the levels of Bronfenbrenner's Ecological Systems Theory, to make my study more manageable and focused, the micro-system and meso-system provided a partial framing for this study. These are cardinal layers because they deal with policy issues and school culture which have a direct link to the environment in which teaching and learning is taking place; in addition, the staffing, resources and facilities emerge in this system which has the greatest impact on the learner.

It is important to note that systems affect the way in which people understand themselves, their needs and their interactions. These needs and interactions are only meaningful when self-reported experiences can be shared. Only after the experiences of teachers and parents have been analysed can a comparison between their perceived needs and actual experiences be mapped out, so that we are able to find out whether a link exists between the way participants experienced the systems and the idea of Relative Deprivation and Situated Learning.

2.5.8 The relative deprivation theory

In a paper presented by Pettigrew, he gives first hand recognition and tribute to the theorist Samuel Stouffer who conceptualised the theory of 'Relative Deprivation' (RD), and goes further to outline the origins of RD (Pettigrew, 2015).

The origin of this theory came about when Stouffer found himself based within wartime camps amongst American soldiers, who were fighting the 'Monumental World War II'. His observation led him to discover that certain individuals in authority during the managing and executing of roles during war were dissatisfied with their positions, whilst others, simply, undoubtedly accepted their position. The two prominent examples which came from his theory were that of the "military police who were more satisfied with their slow promotions than the air corpsmen with their rapid promotions" (Pettigrew, 2015: 11). In essence, the military police at the time measured up their positions with members from the same working

group, whilst American corpsmen compared their disposition with members from another state. In essence, Stouffer defines RD, as “A judgment that one or one’s in-group is disadvantaged compared to a relevant referent, and that this judgment invokes feelings of anger, resentment and entitlement” (Pettigrew, 2015: 11). Poverty is an example of RD, which can be outlined within the economic status of a country, and is displayed within the context of many South African educational institutions.

Adair (cited in Masango, 2014) plainly puts it that poverty is a vital problem, which entails the exclusion and absence of what others do not have within society, as normative rights and entitlement. Oduro and Aryee (2003: 103) draw attention to what poverty entails and say: “It ranges from poor health, malnutrition, shortage of cash and food to the inevitable illiteracy.”

Relative deprivation, with its associated anger and grievance, derives when individuals experience a discrepancy between what they have and what they want; what they have and what they believe they deserve; what they do not have and others do (Fine et al., 2008). My research captured the experiences of the stakeholders at the newly implemented no-fee school with one of the aims being to find out whether their self-reported views about the no-fee policy reflected a feeling of being relatively deprived.

Relative deprivation is a substantial discrepancy between what these schools believe they deserve and what they actually receive (Crosby et al., 1986). It is for this reason that I investigated the experiences of the individuals involved in the implementation and execution of the no-fee policy, in order to determine whether they were satisfied or dissatisfied with this policy.

Flynn (2015) stipulates that Relative Deprivation Theory focuses on feelings and actions. For example, the theory encourages the exploration of an individual’s feelings of deprivation that may result from comparing his or her situation with that of a referent person or group as well as the behavioural effects of feelings of deprivation. For instance, it might be the case that stakeholders involved may have experienced a lack of various material items/equipment/resources which may have hampered their performances, and thus they opted for the change in school-fee policy. A sense of ‘being deprived’ became evident when I started interviewing the stakeholders involved.

Teachers’ responses to the change in school-fee systems could therefore be based on their personal experiences where they worked before, and they called upon these experiences to help them make decisions on how to better educate learners at this previously

disadvantaged school. The Relative Deprivation Theory enables us to understand that people construct their experiences within a system, based on what they had before and what they have now, and whether they feel that the gap between what they have and what they wish for has closed since the policy was promulgated.

Any school on its own is a system within a community, as it will be influenced by a variety of individuals/stakeholders, for example learners, parents of learners, principal, educators, SGB, District School Offices and WCED. In essence, a school must be able to operate properly in order to be successful. However, the stakeholders within the schooling system may realize that other neighbouring schools are doing better and would want to strive to perform the same way; this is where the theory of Relative Deprivation (RD) comes in. RD is when one group (school) feels disadvantaged compared to a relevant referent, and this now causes feelings of anger, resentment and entitlement. The management of the school now have to apply to one of the four education district offices within the WCED, which will firstly look at the quintile of the school in order to consider a change in its fee status.

When a school's quintile ranking is changed from a higher quintile, for example quintile 3 (Q3), to a quintile 1 or 2 (Q1 or Q2), the school automatically becomes a no-fee school. This would mean that as a parent or educator you have transitioned from one fee policy to another, meaning that you have experienced both forms of policies within the real-life context of this community setting. This transitioning involves some level of 'learning within a situation'.

2.5.9 Situated Learning Theory

Situated learning focuses on the learning process for the individual within a socialization and imitation setting. All members involved in the transitioning phase of the fee-paying policy to no-fee paying policy have experienced learning in some sort of way. The form of learning is a meaning-making process.

Wenger (1998: 3) initially based his 'social theory of learning' on the assumption that "learning is an individual process, that it has a beginning and an end, that it is best separated from the rest of our activities, and that it is the result of teaching." He further elaborated on the various mediators which impact this 'individual learning theory'. In a classroom context this can be influenced by the following: arrangement of the classroom, individualized computer-based training program sessions, and one-on-one tests for learners to struggle on

their own. In essence it was discovered that much of this form of learning is perceived by learners as irrelevant, boring and arduous, and that many learners were simply not “cut out for it”, according to Wenger.

Because of the limitations of ‘individual learning theory’, a different perspective was sought, and this involved placing learning in the context of our lived experiences of participation in the world. A self-created social, theory whereby learning occurs based on the following four premises, is outlined by Wenger (1998):

1. We are social beings. Far from being trivially true, this fact is a central aspect of learning;
2. Knowledge is a matter of competence with respect to valued enterprises - such as singing in tune, discovering scientific facts, fixing machines, writing poetry, being convivial, growing up as boy or a girl, and so forth;
3. Knowing is a matter of participating in the pursuit of such enterprises, that is, of active engagement in the world; and
4. Meaning - our ability to experience the world and our engagement with it as meaningful - is ultimately what learning is to produce.

The primary focus of this theory is embedded in the individual learning whilst participating in a socialized setting. The participation of the individual must be of an encompassing active nature in the ‘practices’ of social communities and creating ‘identities’ in relation to these communities. Therefore, a social theory must integrate the components necessary to characterize social participation as a process of learning and of knowing. The components affiliated with Wenger’s social theory of learning are as follows:

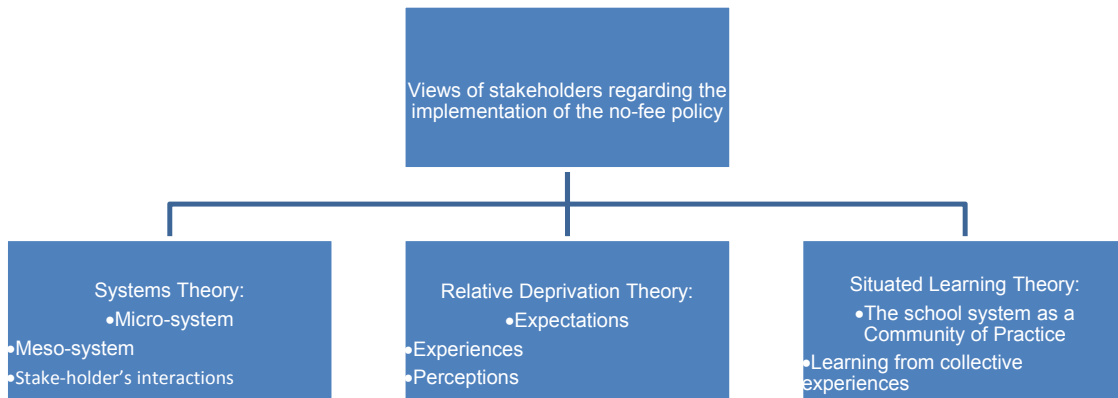
1. Meaning: a way of talking about our (changing) ability - individually and collectively - to experience our life and the world as meaningful;
2. Practice: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action;
3. Community: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence; and
4. Identity: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities.

Wenger uses 'community of practice' as a point of entry into a broader conceptual framework which is a constitutive element. Consequently, we all belong to communities of practice and it is where one is 'Situated' and 'Learning' only occurs. Thus, Situated Learning stems from the figurative umbrella that it is the space where one finds oneself in and whereby one applies the knowledge. Excell and Linington (2011: 1) concur with Wenger's explanation of what a community is, and state: "The word 'community' has a number of different meanings such as all the people living in a specific locality, a fellowship of interests, and a body of people united by a common interest. In all cases it refers to people who have something in common."

Situated learning focuses on the basis of understanding the social, historical and contextual nature of the learning, thinking and practice that emerges from human activity (Wenger, 1998). All members involved in the transitioning phase from the fee-paying policy to no-fee paying policy have experienced 'learning' in some sort of way. This form of learning is regarded as 'situated learning', which is a process which can be illustrated by Lave and Wenger (1991) as a theoretical description of learning in a community of practice (Brown, 2013). According to Brown, a 'community of practice' implies a group of people willing to work together and prepared to support each other's coming to know. He goes further to outline that, "Communities of practice are groups of people who share a concern, a passion for something they do, and learn how to do it better as they interact regularly" (Brown, 2013: 1). Both statements made by Brown are fitting in respect to the no-fee community, which refers to the members at school and the community in which the school serves. In finding answers to the research questions asked in this study about the views and opinions of teachers and parents regarding the no-fee policy, I in fact tease out what these stakeholders learnt through their situated experiences during the transition from a fee-paying to a non-fee paying school. This 'learning in situated context' is of interest in this study. Situated learning occurs within a system in which players, in a relative manner, interpret the context as either good or bad. This is why it is logical to develop a conceptual framework which links the three theories discussed here. The framework is depicted diagrammatically below.

Combining systems theory, relative deprivation theory and situated learning theory to produce a hybrid framework

Figure 1. Diagram representing the conceptual framework



CONCLUSION

This chapter has outlined the literature located particularly to no-fee schooling in the context of the South African education system. I have also examined concepts from three different theories namely Systems theory, Relative Deprivation theory and Situating Learning theory in respect to this study. The methodology which I used is outlined in Chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter 3 presents the implemented research methodology and design. A brief motivation of methodological stance, reasons for selecting the school, sample selection, and description of participants is also provided. The details of data collection and verification processes, and ethical considerations are provided. A qualitative approach was used to collect data. The chapter also describes the characteristics of the participating school and the biographical details of the teachers and families.

3.1.1 Research Paradigm

There are various definitions and descriptions of a research paradigm. According to Bogdan and Biklen (2007: 274) a paradigm is “a loose collection of logically related assumptions, concepts or propositions that orient thinking and research.” Denzin and Lincoln (2005) believe that the notion of a paradigm encompasses epistemology that refers to how we view the world and ontology, and the raising of basic questions about the nature of reality and methodology, thus focusing on how we gain knowledge about the world.

This study was located within an interpretative paradigm because the research question required the understanding of the problem from the perspective of those stakeholders (the principal, teachers and parents) involved. This type of enquiry is concerned with understanding how individuals make sense of their everyday lives. In a specific situation Maree (2007) states that the interpretative approach allows researchers to focus on the understanding of what is happening in a given context because it helps determine how their participants’ realities are formulated. In line with the aforementioned statement, as a researcher, I gained an in-depth understanding of the experiences involved in transitioning from school-fee policies and the impact this has on various stakeholders (the principal, teachers and parents) situated within this one primary school which is allocated in the historically disadvantaged community of Lotus River.

3.1.2 Justification for the use of an interpretive paradigm as a methodological framework

The justification for interpretivism as a method of inquiry is that it allows opportunity to describe phenomena as they appear to the person experiencing the phenomena (Tuohy, Cooney, Dowling, Murphy & Sixsmith, 2013: 17). Mouton and Marais (1990) expand more on the subject of qualitative research methodology in educational research by stating that the interpretivism approach is not strictly formalised and as such a qualitative method of research seeks to understand social reality through strategies such as observations and interviews which yield descriptive data by exploring and understanding the meaning each participant assigns to a social problem (Creswell, 2009). Experiences are sufficiently understood only if they are seen in context. Therefore, a qualitative researcher immerses himself/herself in the setting. Creswell (2007) states that for qualitative researchers, you can regard the lived experience of real-people as the objects of study, especially if you are observing them in their natural settings.

Thus, in this study, teachers and parents had the opportunity to describe their own experiences without the researcher needing to provide ready-made solutions to their problems. The experiences which were narrated by means of interviews with the participants were done in their natural setting and transcribed verbatim without any form of modification or construction; in essence I wanted those who were studied to speak for themselves (Creswell, 2007). I used a primary school situated in a low socio-economic area in the Cape metropole as my research site and obviously the participants were given pseudonyms to protect their identity.

3.2 RESEARCH DESIGN

The aim of this section is to outline the qualitative research approach adopted for this study. This section will cover aspects of the research methods and methodology, and support the reasoning behind choosing focus group interviews, questionnaires, observational reports and document analysis as multi-method data collection instruments. Other aspects addressed under this section include a discussion of the site and sample selection.

Since the study was interpretive in nature, an appropriate research design for gathering data to answer the research question was a case study. Gummesson (2000) makes it clear that a case study is regarded as a method for the individuality of each case to come out as a persuasive voice. Aligned with the above statement, Cohen, Manion and Morrison (2007)

stipulate that a case study is conducted when an in-depth investigation of one or more examples of a specific social phenomenon is proposed. Therefore, case studies combine data collection methods such as archives, interviews, questionnaires and observations (Huberman & Miles, 2002). In this study the case study was a group of 7 teachers, 1 principal and 4 sets of parents of learners who used to attend the school or are currently at the school. The research hoped to investigate: the experiences of staff and parents with the implementation of the no-fee policy. A visual model of this study's research design is presented below.

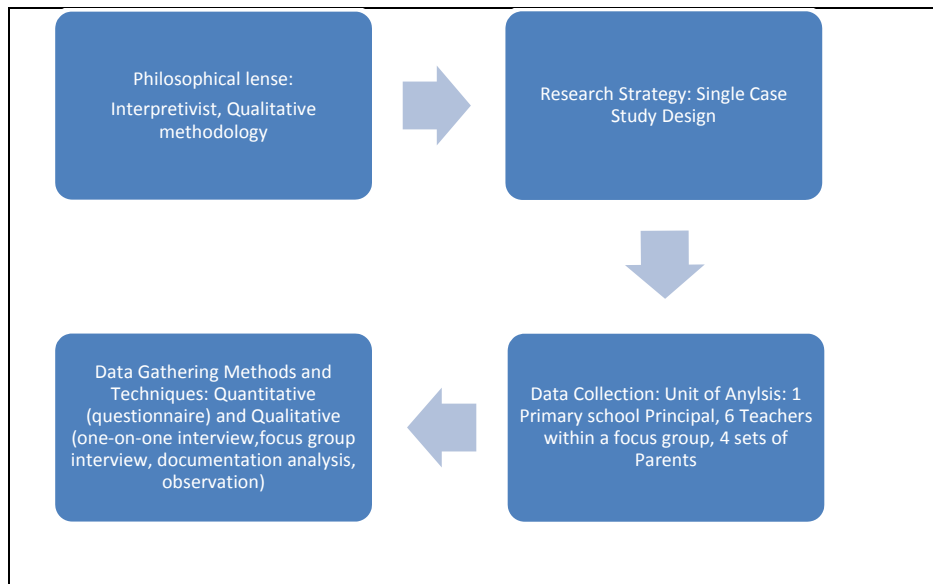


Figure 2: Research design

3.2.1 JUSTIFICATION FOR THE USE OF A CASE-STUDY DESIGN

In qualitative research, unlike quantitative, the design or strategy is determined by the researcher's choice and actions (Fouche, 2007). The qualitative approach, therefore, is selected because of its effective description of social problems. This design allows for the exploration of subtleties of the policy implementation process and the understanding of the effects of the new policy (Marshall & Rossman, 2006). A major distinguished attribute of the qualitative case-study approach is that it requires the researcher to go into the field and move close to the people and circumstances there to capture what is happening (Patton, 2002). The main task of the case-study approach is to "explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations" (Miles & Huberman, 1994: 8). In the context of this study, "people in particular settings" refers to the principal of the now no-fee primary school, the teachers

working within the no-fee primary school and the parents who experienced the fee-paying and no-fee paying status at this one primary school, within this historically disadvantaged community of Lotus River.

3.3 WHY A QUALITATIVE APPROACH WAS ADOPTED FOR THIS STUDY

The research approach used in this research is qualitative in nature. As a qualitative research methodology, interpretive paradigm is used for studies in areas where little is known about a particular phenomenon and participants are then recruited who have either lived or are living the phenomenon in question, with the aim of describing their experiences (Donalek, 2004). Straus and Corbin (1990) explained that qualitative research is any kind of research that produces findings that are not obtained by statistical procedures. Thus, qualitative research refers to the study of life stories, behaviours, organisational functioning, social movements or education by assisting the researcher in formulating new questions, guiding the researcher to assumptions and by instilling in the researcher an appreciation of complexity (Denzin and Lincoln, 2005; Marshall & Rossman, 2006). The object of my study was to investigate the experiences of the stakeholders at a no-fee school.

3.4 SAMPLING

3.4.1 Site selection

The research site where the study population was chosen, is based in a primary school which is located in an extremely milieu deprived community, located in Cape Town in the Western Cape. This community where the school is based is well-known for high crime levels, huge school (primary and secondary) drop-out rate, teenage pregnancy, single parent homes and large gangster groups. The school was chosen due to the fact that it was fairly new to the implementation and execution of this no-fee policy. The school was still fee-paying in 2013 and changed fee status at the end of that academic year. The willingness and availability of the principal and teachers to contribute to research within the school was also a key factor within this study. The school library was utilized for the one-on-one interviews and also for the focus group interview. The principal offered her office for the one-on-one interview with herself. Organizing a focus group interview at the school was very convenient and comfortable since the teachers were timeously informed of my visit and were exempted from after-school activities for that specific day.

3.4.2 The sample selection

I issued all 35 members of staff at the sample school with a questionnaire. The questionnaire in Appendix J named 'Questionnaire for all members of staff' was designed in a way which made it easy for me to identify teachers that experienced the transition in fee changing policies. The first question I asked was, "How long have you been working at this school?" The response would make it easy to purposively identify participants for the focus group interview. I gathered data from stakeholders within the school and from parents of previous and current learners at the school. The principal was able to assist with identifying parents for the one-on-one interview. As a means for selecting a purposive sample for the research, I also interviewed selected parents of learners within the community where the school is located. I purposely selected this school and area to conduct my research. Cohen et al. (2002: 102) describe purposive sampling thus: "Researchers hand-pick the cases to be included in the sample on the basis of their judgment of their typicality. In this way they build up a sample that is satisfactory to their specific needs".

3.4.3 Description of participants

Table 1 provides the biographical details of the participants as obtained from the administered questionnaire which all teachers were provided with, to show if they were interested in participating in my research. The six teachers who voluntarily opted to be part of this research comprised one male and five females. All six teachers had been teaching at the school before the no-fee policy was instated and are still teaching there. It is also evident from Table 1 that all these teachers had considerable teaching experience, based on the number of years working within the teaching fraternity. The principal had been working at the school for 38 years and had been acting principal for 17 years. The two sets of parents, those whose children experienced the no-fee school and those whose children were currently experiencing the no-fee school policy, were included in order to contribute to the enrichment of data for this research. ***It should be noted that each participant listed within the Table 1 Biographical details of participants in the focus-group interview (listed below) was given a pseudonym.***

Table 1: Biographical details of participants in the focus-group interview

Teachers	Gender	Number of years of teaching
Mrs Walie	Female	20
Mr January	Male	16

Mrs Bosch	Female	7
Mrs Botha	Female	24
Mrs Becks	Female	7
Mrs Bailey	Female	10

3.4.4 Description of school

The school is situated in the Western Cape and in the Cape Town suburb of Lotus River. The school has an enrolment of 995 learners, 23 permanently employed teachers from the WCED, 4 Grade R teachers and 3 educators who are employed by the school and paid by the SGB, 4 non-teaching staff members and 1 principal. The medium of instruction is English and Afrikaans, wherein both languages are equally important. If a learner's home language is English then their first additional language would be Afrikaans and the other way around. The classrooms I observed had a varied number of learners in ratio to teachers. The highest grade at the school is Grade 7 and had a ratio of 52 learners per one teacher; the Grade 6 learners were 47 to one teacher, and the lower Grades, 4 and 5 had 30 plus learners per one teacher. The teachers and learners were made aware of my scheduled day for observation. The school starts at 8:00am with a staff meeting ten minutes prior to the start of day and ends at 14:30pm from Monday to Thursday. However, school ends at 12:30pm on a Friday. The reason for ending earlier on a Friday, is for Muslim learners and teachers who wish to attend service at 13:00pm on their holy day, to be able to attend timeously. A culture of praying in the morning before lessons commence is evident within the school.

The school was well maintained and had a number of interconnecting smart-boards, chalkboards and textbooks within the various classrooms. The overall atmosphere at the school, whilst completing my research, was welcoming, and both principal and educators acted very professionally.

3.4.5 Biographical background of teachers

The questionnaires that were disseminated to all teachers at the start of the research examined the educators' years of teaching at this specific school and overall teaching years. Additionally, other biographical data were obtained from the focus group interview as part of the introductory processes. All six teachers were able to introduce themselves, which included their first name, surname and also the respective grades which they taught. These names will be kept anonymous and each educator was given a pseudonym, according to

Table 1. Also, it was important to request each teacher to formally introduce themselves within the focus group. It is very important to acknowledge that all members within the group had been teaching at the school before the change in school-fee policy and were able to significantly reflect on their experiences over the years. The focus of my research was on each individual's involvement and encounter with the change in fee.

3.4.6 Biographical background of parents

During my first visit to the school I was able to ascertain historical information from the principal regarding present and past staff members as well as parents whose children were part of the fee-paying system and also some teachers who currently had their children experiencing the no-fee policy. What also came out of our discussion was the willingness of these parents to contribute to the research. All parents interviewed were at the time living in the previously historically disadvantaged community of Lotus River. The two parents whose children experienced the fee-paying policy fell in the category of 'Non-teaching staff'. Also, these two sets of parents were single parents to their children's education. This is important to be noted as Chapter 4 will focus on this specific theme, namely 'The NFSP is a relief for single parents'. The first parent whose child had been at the school since Grade 2 and was now in Grade 6, and was experiencing the no-fee school policy, was also one of the non-teaching staff members at the school. This parent fulfils the role of ground patrol security at the school and the service is paid for by the SGB. The second parent whom I interviewed, whose daughter was in Grade 5 and experiencing the no-fee policy, was also a Grade R (crèche) teacher at the school. These parents had a reflective approach towards the questions within the interview process, and I gained invaluable data to yield powerful information.

3.5 DATA COLLECTION PROCESS

The methods used in collecting data for the research were one-on-one interviews, a focus-group interview, whole-school observations and documentation analysis. An observation was employed within this research to ascertain whether what was mentioned within the interviews could be verified. Photographs were used as verification of the transcribed data. The focus-group interview was employed to gather data on the teachers' experiences regarding the no-fee policy at this specific historically disadvantaged school, which was based on their views and opinions, having lived through the transition in fee-paying.

3.5.1 How I gained access to the school

Permission was requested from the WCED to conduct research at one selected school and the response came a few days later after the request. Immediately, meetings were arranged through emails and phone calls with the principal of the school to discuss the nature of the research (Appendix D). The letter from WCED (Appendix A) was presented to the school principal on the day of our first meeting stating the terms and conditions. Also, periods of visitation were discussed for the start of the following year, 2016. Presented in Table 2 is the outline of the data collection schedule with time frames.

Table 2: An outline of the data collection schedule employed for this research

Schedule	Time-Frames
Handing out questionnaires to all staff members.	9 th September 2015.
One-on-one interview with principal.	18 th January 2016.
Focus-group interview.	20 th January 2016.
One-on-one interview with 2 Parents (fee-paying).	21 st January 2016.
One-on-one interview with 2 Parents (no-fee paying).	22 nd January 2016.
Observation of facilities at school.	25 th January 2016.

3.5.2 Whole school observation

Kumar (2005) emphasises that observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. I regarded observation as the most plausible approach, since I wanted to observe the educational resources first-hand, if any were made available to all learners.

3.5.3 Reason for choosing whole school observation

Observation offers the social researcher a distinct way of collecting data. Denscombe (2007) makes reference to observation as being a form of data collection which draws evidence of the eye to witness events first hand. She goes further to state that it is best to observe what

actually happens, instead of merely assuming. I observed the condition of the school where learning occurs at first hand. Here I wanted to take note of the resources available to learners and educators, the staffing ratio of educators to learners employed at the school, and the state of the facilities. The disadvantage of using observation as a data collection method is related to the element of interpretation. Researchers do not have a rigid straightforward or mechanical system for observing and noting events as they occur, but the mind rather acts as the intermediary between the world out there and the way it is experienced by the individual, according to Denscombe (1997). The breakdown of the different categories of the sample is summarised in the diagram (Appendix K).

3.6 OBSERVATION PROCEDURE

I was a non-participant observer throughout the study. The members of staff were timeously informed about my visit and were fully compliant. I was allowed to enter classrooms and take photographs of the various facilities and resources as mentioned in the interviews. I concur with Brynard, Hanekom and Brynard (2014: 48), when stating that “observational techniques are used to determine how individuals, or groups of persons, react under specific circumstances, either natural or artificial”. Brynard et al. (2014: 48) also go further to explain that one should “guard against bias or giving a distorted picture” and for this specific task I made use of a digital camera during my observational procedure.

3.7 INDIVIDUAL INTERVIEWS

The participants that were involved in the one-on-one interviews comprised a number of stakeholders at the school. The school-based sample consisted of the school principal (1 person) and 4 parents of learners within the community: 2 sets of parents, those whose child completed their studies during the fee-paying policy at the school, and those whose child was experiencing the no-fee school policy.

3.7.1 Reasons for choosing individual interviews

Kvale (cited in Pather, 2015) states that the qualitative researcher regards interviews as a construction site for knowledge. She adds that “an interview is literally an inter-view on interchange of views between two people conversing, about a theme of mutual interest” (Kvale, 1996:14). Thus, in considering my research questions, I opted to conduct in-depth interviews to collect rich data from the participants to better understand the phenomenon under investigation. I had a motive for firstly having a one-on-one interview with the principal which

was based on the beforehand knowledge that she, the principal, has been working at this school for quite a number of years. The data confirmed that the principal had been in her current position for 17 years and had been working at the school for 38 years. The purpose for selecting 2 sets of parents for one-on-one interviews was for the increasing comparability of responses. The interview with the principal was conducted in her office and the interviews with all parents occurred in the school library, as it was convenient for the participants (all parents worked at the school). The participants were comfortable being interviewed in an environment with which they were familiar.

3.8 FOCUS GROUP INTERVIEW

In this study a focus-group interview was employed after the analysis of the questionnaires was distributed to all members of staff. All teachers chosen for the focus group were purposefully selected based on their number of years being employed at this one specific school.

One of the advantages asserted by Mertens (2010:370) is the “additional insights gained from the interaction of ideas among the group participants”. It is with this added information within this sort of interview that the interviewee will realise that all participants do not share common experiences (Kelly, 2006:304). Denscombe (2007:178) gives detail to dynamics which contribute to focus-group interviews. She explains that this sort of gathering consists of small groups of people who are brought together by a “moderator (the researcher) to explore attributes and perceptions, feelings and ideas about a specific topic”. My aim was to gather a group of individuals who could not only reflect on the current no-fee policy but also on the previous fee-paying policy.

According to Nieuwenhuis (2007), cited in Nkosi (2012), an interview is seen as a two-way conversation in which the interviewer asks particular questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviour of participants.

Using interviewing allowed me as the investigator to both observe what the respondent had to say and the way in which it was said. As a data-collection method, interviewing was useful in collecting personal information, attitudes, perceptions, or beliefs by probing for additional information. This method also attempts to develop rapport between the interviewer and the respondent. This data collection method allowed the respondent to be comfortable and allowed the interviewer to extract data that is not directly observable. This technique

ultimately benefitted the study as the research objectives were accomplished without difficulty.

Like other data collecting methods, the interview method has strengths and weaknesses. The failure of the researcher to obtain consistent, reliable and appropriate data will influence the strengths of the technique. It was noted 45 years ago already (at the time of writing) by Skager and Weinberg (1971) that strengths and weaknesses of this method are dependent upon the establishment of a relationship between the interviewer and the interviewee. Only when the respondent feels comfortable and free will he or she express his or her true beliefs and opinions. My objective with this method, ultimately, was to ensure that I conducted a good or a strong interview so that, as stated by Bogdan and Biklen (1982:145), "It can produce rich data filled with words that reveal respondents' perspectives". This was evident throughout the data collection and will be described in much more detail in the 'Results section'.

The weakness of using interviewing as a means of collecting data for my research is the fact that it can be time-consuming. Denscombe (2007) stipulates that the analysis of data can be difficult and time-consuming. Data preparation and analysis is 'end-loaded' compared with, for instance, questionnaires which are pre-coded and where data are ready for analysis once they have been collected. Also the transcribing and coding of interview data is a major task for the researcher, which occurs after the data have been collected. I was cognisant of the disadvantages attached to this form of data-collection method and focused on creating a suitable time frame which I rigidly adhered to, to enable me to complete the analysis of my data timeously. An oversight which I encountered during the interviewing process was not telling the interviewees beforehand to speak in a language which was suitable for them. All people interviewed had Afrikaans as a first language and although it wasn't clearly stated that they may speak in a language most fitting to them, only some individuals used Afrikaans during the interview.

3.8.1 Reasons for choosing a focus group interview

The reason for selecting 6 educators for the focus group interviews was for the purpose of comparison and the manageability of such a group. As stated before, the research made use of purposive sampling, wherein the 6 selected educators were those who experienced the transition of the school-fee policy.

Vijayalakshmi and Sivapragasam (2008) assert that a focus group interview is a group discussion of 6-12 persons guided by a facilitator during which the group participants talk freely and spontaneously.

Respondents were given freedom to respond in an unrestricted manner and therefore I made use of semi-structured questions that were open-ended. I wanted to find out not only what the educational conditions in the school were (reference to environment in which learning occurs, staffing, resources and facilities) after the introduction of the no school-fee policy, but also what conditions were before the school was declared a no-fee school. These interviews were electronically recorded and transcribed verbatim for analysis.

The study explored and analysed the experiences of stakeholders regarding the no-fee policy. Bell (1993) holds the view that a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings and, therefore, it is my opinion that the perceptions of people are reflected in the answers given when they were interviewed.

3.9 ISSUING OF QUESTIONNAIRES TO ALL STAFF MEMBERS

I intended having a sample of categories of people that would yield the type of data that was necessary for my study. The stakeholders I approached at the school comprised only of people who could contribute to my research. By doing this, the stakeholders yielded the information that I required in the research (Lewis-Beck, Bryman and Liao, 2004). I targeted all 23 permanent educators, including the principal, to complete the questionnaire. From the questionnaire I established a focus group of 6 educators. The sample does not have to be huge in numbers in order to produce rich data. Shenton (2004) suggests that a tactic should be used to help ensure honesty in informants when contributing to data, especially when making use of questionnaires. Each person who is approached should be given the opportunity to refuse to participate in the project, so as to ensure that the data collection sessions involve only those who are genuinely willing to take part and prepared to offer data freely.

3.9.1 Reason for choosing questionnaires as a data-collection method

The advantage of using the questionnaire data-collection method is to receive straightforward answers regarding your stipulated questions. Depending on how you state a question, it can be perceived as getting a fact- or opinion-based response.

However, the disadvantage of this data collection method is the poor response rate, the incomplete or poorly completed answers, limited and shaped nature of answers and the inability to check the truth of answers (Denscombe, 2007). This form of data collection opens itself to pitfalls whereby interviewees do not give in-depth responses to questions posed, due to the language used within the questionnaire. To safe-guard against this specific shortfall, I used layman terms and close-ended questions.

3.10 USING DOCUMENTATION AS A DATA-COLLECTION METHOD

My motive for including documentation as a data-collection method is owing to sentiments expressed by various members within my sample on the benefits of the policy. I was interested in confirming whether what was aforementioned during my one-on-one interviews with the principal was valid. The documents that were reviewed were the 2013, 2014 & 2015 WCED Systemic Test Results of all Grade 3 and Grade 6 learners at the school, including the enrolment rate from 2009 to 2016.

3.10.1 Reason for choosing documentation as a data-collection method

Semi-structured interviews remained the major data-collection method in this research project. However, documentation assisted me in gaining understanding into benefits of the no-fee policy within this one selected historically disadvantaged school.

Descriptive statistical research (Mentz & Botha, 2012) aims to make relevant conclusions about the problem that is being investigated. Only after the data is typed up into a 'spreadsheet' or document can the data be interpreted and analysed. Mentz and Botha (2012) advise researchers to take careful note of the following two features in analysing statistics, as using incorrect data will affect the validity of my results:

- Check that data are captured correctly
- Give attention to any missing information (incorrect values/inconsistencies)

The principal at the selected no-fee primary school freely supplied the required official documents at the end of the interviews. These documents were 'Learner Registration Totals', expanding from 2009 to 2016, and Western Cape Education Department Systemic Test Results for Mathematics and Language from the period 2013 to 2015. The contents of each of these documents presented were meticulously analysed to gather supporting information

to assist in explaining the benefits or lack of benefits associated with the no-fee school policy. Mentz and Botha (2012) explain that when researchers intend obtaining the average total number of learners at the school (as per the case study), they can confirm this by calculating what is called the 'arithmetic mean'. The mean is calculated by adding together all the scores (number of learners in a year) and then dividing this total by the number of scores (number of years used). Refer to Table 4.6.1 Arithmetic mean (Average) calculation of student enrolment rate per annum in Chapter 4 under 4.6 'Analysis of Documentation'.

3.11 DATA ANALYSIS

According to Denscombe (2007), most experts in the field of qualitative research would recognize five stages involved in the analysis of qualitative data. These are in sequence:

1. Preparation of the data;
2. Familiarity with the data;
3. Interpreting the data (developing codes, categories and concepts);
4. Verifying the data; and
5. Representing the data.

1. Preparation of the data

Initially I ensured that the editing of the transcriptions to the one-on-one interviews and focus group interviews were done verbatim and the editor included sentiments rendered in Afrikaans.

2. Familiarity with the data

Subsequently, when the transcriptions were received I spent a great deal of time acquainting myself with the stipulated research questions posed within the interviews and aligning this with the verbatim response obtained from the interviewees. Many hours were utilized in studying the transcriptions obtained from the editor and this was aligned with the notes that were made whilst the interviews took place.

3. Interpreting the data (developing codes, categories and themes)

This was the most vital step in the entire data analysing process. I made use of various colouring codes whilst reading through the verbatim transcriptions and was very precise in issuing an appropriate category based on the 'themes' which derived from the interviews.

Also, I had to continuously refer back to the audio recordings of the interviews to substantiate the manner in which the interviewees relayed their responses. A number of “themes” derived from all the data obtained through interviews and this added to the depth of this study.

4. *Verifying the data*

The process of verification occurred subsequent to the creation of themes and was discussed with all the participants involved within this study. My aim here was to ensure that the transcriber had captured the responses of the participants correctly, and that he did not misinterpret their views and opinions raised within the interviews.

5. *Representing the data*

The data is represented in various themes within this thesis and is clearly delineated in Chapter 4.

The study adopted the methodological stance of a subjectivism approach, through the data collected, and so made use of Interpretive Narrative Data Analysis, also known as Qualitative Thematic Data Analysis (QTDA). According to Robson (cited in Tiba, 2012), data analysis is the breaking up of something multifaceted into smaller parts and giving a clear explanation to the relation between each part. Bogdan and Biklen (2007) describe data analysis as being the process of systematically searching and arranging the interview transcripts, field notes and other materials the researcher collected, to assist the researcher to come up with findings. Therefore, the data analysis would transform the raw data into answering my research questions.

As researcher, one must be particularly aware of your ‘position’ within the context of your study. Reflexivity is a term which best describes the act of examining the research process in the “context of one’s position”, and this includes the “self-scrutiny” from the perspective of the person who is undertaking a research process and the relationship with “the other” (Bourke, 2014: 2). Bourke (2014) makes it clear that researchers must be cognizant of their position in order to avoid coming to terms with “reticent” individuals - who might be a potential threat to the study, especially when it comes to the collection of rich data. I will keep this in mind throughout the research.

Van Manen (2007) states that interpretive phenomenology (also referred to as ‘hermeneutics’), aims to “describe, understand and interpret participants’ experiences”, as opposed to descriptive phenomenology (also called ‘eidetic’ phenomenology), which aims to

describe the general characteristics of a phenomenon, rather than the experiences of individuals (Tuohy et al., 2013). There is a significant difference between descriptive phenomenology and interpretive phenomenology in that descriptive phenomenology focuses on the experience alone, and does not take into account the time, space and context in which the experiences of the individual takes place, aspects which are significant in interpretive phenomenology (Tuohy et al., 2013). This study therefore used interpretive paradigm as its methodological design framework.

3.12 DATA VERIFICATION PROCESSES

3.12.1 Validity

Qualitative validity, also known as trustworthiness, is described by Creswell (2003) as a strength of qualitative research, and is used to determine whether the research findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (i.e. consumers of the research). Researchers in the field of qualitative data gathering distinguish two forms of validity: the first form being internal and the second form external validity, according to Miles and Huberman (1994) and Niemann (2000).

Internal validity, as described by Nieman (2000), was observed in the current study. It is concerned with the extent to which study results are credible, authentic, sensible or congruent to reality (Miles & Huberman, 1994; Trochim, 2006). Myers (2002) expands on the importance of external validity which lends itself to the extent to which study results are applicable, transferable, fitting and generalizable to other contexts or settings. This type of validity is further enhanced by collecting electronic recordings from the focus group interviews and transcribing data, safeguards I endeavoured to use in my research.

To make sure that the results of my study can be trusted I 'triangulated' three different methods. I then asked my interviewees to cross-check my transcripts for accuracy. Shenton (2004) stated that triangulation may involve the use of different methods, especially: observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research. Each method on its own has its distinct characteristics and also results in individual strengths.

3.12.2 Reliability

Reliability, also known in qualitative research as dependability, is described by Shenton (2004: 63) as follows: “In addressing the issue of reliability, the positivist employs techniques to show that, if the work were repeated in the same context, with the same methods, and with the same participants, similar results would be obtained”. Repeatability is not an objective in this type of qualitative case study research. All the same, efforts were made to ensure dependability.

McMillan and Schumacher (2006), and Maxwell (2005) and Richards (2005) describe triangulation as a way of collecting research data from different sources and settings, and analysing the same data by applying different analytical techniques. My four data-collecting instruments used in the research were sufficient for creating themes to support the dependability of my data.

3.12.3 Letters of permission

I obtained written permission from school stakeholders comprising of WCED (for permission to conduct research in the school), the University Ethics Committee, school principal, teachers and parents.

The letters appear in the Appendices section in the following order:

Appendix A: Acceptance letter from WCED, *Appendix B:* Acceptance letter from CPUT ethical committee, *Appendix C:* Letter to WCED requesting research to be conducted, *Appendix D:* Letter to principal requesting completion of questionnaire and possible focus-group interview, *Appendix E:* Letter to principal requesting one-on-one interviews, *Appendix F:* One-on-one interview schedule: Parents of no-fee paying learners, *Appendix G:* Scheduled questions for members of focus-group interview, *Appendix H:* One-on-one interview schedule: Parents of fee-paying learners, *Appendix I:* One-on-one interview schedule with school principal, *Appendix J:* Questionnaire schedule to all members of staff, *Appendix K:* Classroom observation schedule, *Appendix L:* Scheduled school visitation dates, and *Appendix M:* General information of the school.

3.12.4 Ethical considerations

Silverman (2011) states that ethical considerations have become one of the contemporary tendencies in qualitative research, diverting attention from knowledge production to social justice. Ethical considerations should be sustained during the entire research process (Kvale, 1996), from the start of the investigation to the final writing up of the study. Heckman (2008) is of the opinion that, when conducting research in an academic or professional setting, you need to be fully aware of the ethics behind your research activity. I kept this in mind when I carried out this research.

After the Education Faculty Ethics Committee (EFEC) of Cape Peninsula University of Technology granted ethical clearance for my research to be conducted, I asked permission from various stakeholders before conducting interviews and obtaining data. Firstly, the Western Cape Education Department (WCED) was contacted to grant permission to carry out the study at one of their schools. Secondly, the person in charge of the school, namely the principal, was approached to obtain permission. Informed consent was sought from all the participants. Participants selected for the one-on-one and focus-group interviews were given a written consent form to sign. Prior to the prospective participants signing the consent form, the following explanation and description, adapted from Cohen et al. (2008) and Bryman (2008), was used to inform prospective participants of the procedures of the research study so that they could make an informed choice as to whether they wanted to participate in the study or not:

- The purpose, aims and procedures of the research were outlined to the prospective participants.
- They were assured that no risk, discomfort or negative outcomes would result from their participation.
- Their participation would be voluntary.
- They were free to decline to answer any questions.
- They could withdraw from the interview at any time.

It should be noted that I handed my consent form to the principal first for approval, before conducting interviews with the members of staff and then the selected parents. I made use of pseudonyms and not the real names of participants to protect their identities.

Figure 2 below summarises the sample and methods used to collect data.

Figure 3. Diagram representing segmentation of research methods:

Design Approach.	Methods.	Sample.	Participants.
Qualitative research. ↓	Case study. ↓		-2 Sets of Parents whose child completed his/her studies at the school whilst being a fee-paying school. ↓
Report on experiences. ↓	One-on-one interview. →	<ul style="list-style-type: none"> • The principal of the school. • Two parents. 	-2 Sets of Parents whose children are at the school and experiencing the no-fee school system. ↓
Multiple methods/ Triangulation	Focus group interview. →	Selected members of staff who have experienced the transition of school policy (maximum 6 members).	The principal of the school. ↓
	Questionnaire. →	All members of staff based at the school.	Educators. ↓
	Observation. →	Non-participatory.	
	Documentation analysis. →		- Learner Ratio (2009 to 2016) and WCED Systemic Test scores (2013 to 2015)

CONCLUSION

In this chapter the research methodology of the study was explained and the research methods detailed. The chapter was divided into three sections: the first section described the philosophical perspectives of the study; the second section outlined the use of the case study as a research strategy of enquiry; and the final section explicated the research design, which

was a qualitative data collection methods and analysis. Finally, this chapter concluded with a discussion of the trustworthiness of the study by providing a brief outline of the reliability and validity techniques use in the study. In the next chapter the analysis of the quantitative findings is discussed.

CHAPTER 4

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 INTRODUCTION

Chapter 4 presents the results emanating from the data analysis and discussions.

Furthermore, the chapter seeks to address the research questions posed in this research, which are: 1. What are the views of teachers and parents regarding the implementation of the no-fee policy at a previously historically disadvantaged school? 2. What are these stakeholders' opinions regarding the value of this policy to their school? In answering these questions, the identified focus group of teachers, principal and four pairs of parents aided the research through the interviews. The teachers within the focus group have been given pseudonyms for ethical reasons and for the purpose of confidentiality.

The methodological paradigm was a narrative inquiry and this guided my thematic analysis of my data by reviewing concepts used by three theories, namely Bronfenbrenner's Systems Theory, Stouffer's Relative Deprivation Theory and Lave and Wenger's Situated Learning Theory. These three theories enabled me to observe key variables such as parents' and teachers' views and opinions regarding the change of policy, based on their collective experiences gained during the transitional period, which was before and after the implementation of the no-fee school policy.

4.1.1 Qualitative thematic data analysis

To be fully engaged with and immersed in the corpus of data of this study, I utilised thematic analysis to guide this process (Miles & Huberman, 1994; Holliday, 2007). Thematic analysis provided the most effective means to establish how participants made meaning of their experiences regarding the no-fee school policy. The principal, teachers and parents' views and opinions were analysed in an attempt to approximate their reality. Thematic analysis was deemed to be an appropriate analytical tool for the qualitative data of this study (Alhojailan, 2012) because of:

- Its ability to detect and identify factors that influence any issue generated by the participants.
- Its flexibility allowed the use of both inductive and deductive methodologies.

- It provided the opportunity to code and categorise data into themes, thus noting patterns and different levels of themes.

In this study the thematic analysis was underpinned by the conceptual framework developed. Bronfenbrenner's conceptual tools of systems, Stouffer's conceptual tools of relative deprivation and Wenger's conceptual tools of situated learning produce codes that consequentially converge to represent themes that emerged from shared experiences among participants. Each participant's data set was explored and positioned in relation to the experiences gained within this new school-fee policy. New themes and sub-themes that emerged were acknowledged and reported on. The qualitative data included one-on-one interviews with the school principal and parents, one focus group interview, documentation analysis and observation of school resources. In preparation for the data reduction process, the first step entailed transcribing interviews and providing pseudonyms to all participants.

Phase 1: While reading the data for a second time, I started recording general thoughts about the data, made brief notes in the margins, and underlined passages that were of interest to me. I took careful note of the tone used by participants to enable me to make connections between the participants' thoughts and ideas. This allowed me to value the complete picture of the data collected

Phase 2: The data reduction involved highlighting sentences from each participant's transcript relevant to the research. While going through the transcript I was continuously cognizant of the research questions and conceptual framework. By keeping this in mind I continued highlighting excerpts from the respondents' full text that could evidently contribute to the study.

Phase 3: This phase involved me going through all the highlighted sentences/paragraphs and breaking them down into smaller segments. These segments became my first set of themes from the data. Again, I read through the full text of each participant to compare, contrast and search for information that appeared missing in the first level of themes. Whilst doing this process I kept the following questions in mind: How is the text different from the next? Was there a deeper meaning in one response to the question compared with another? By doing this, my data under the first level of themes started developing. Before moving onto coding, I had to ensure that the first set of themes represented the whole text. Thus, validity of the themes was the next crucial step in my data analysis.

Phase 4: Validating themes in the early stage of data analysis is essential (Miles & Huberman, 1994). I deemed it fit to have a post-interview with the participants to validate

what they meant in their interviews and also asked outside reviewers, namely colleagues and experts in the field, to evaluate and confirm that the first set of themes was compatible with the whole text. The main purpose for doing this was to build reliability in the themes analysis coding, thus providing accurate and reliable themes.

Phase 5: The final phase of this process involved extracting relevant data and once again verification of the data. The data-drawing and conclusion step included identifying relevance of similar or contrasting statements; emergent patterns; interrelations among factors and variables; and, finally, exploring the validity of the findings by building conceptual coherence and consistency (Alhojailan, 2012), so that they fit the conceptual framework of the study.

Qualitative thematic data analysis aids the researcher in analysing the data. Qualitative thematic data analysis assisted me in interpreting participants' lived experiences before and after the implementation of the no-fee policy, during the one-on-one interviews, and focus group interview. Table 4.3 and Heading 4.4 titled: 'Results of unstructured interviews with two sets of parents having their children under the fee-paying policy' provides a summary of incidents that impact on the lived experiences of teachers and parents with this policy. It is important to note that I provided some of the incidents to aid in the transition from school-fee policies in the discussion of the findings.

Furthermore, there was a detailed discussion of the data with regard to the literature review (Chapter Two). Presented herein are the findings of the various data sources discussed under separate themes. I made use of a stylistic convention during data analysis and discussion: 'dash for incomplete utterances' and 'three dots for pause'. Furthermore, verbatim quotations were written in 'italics'. The overall aim of the data presentation was to describe how participants' responses aided me to answer the guiding research questions in section 1.4.

4.2 RESULTS OF UNSTRUCTURED INTERVIEW WITH PRINCIPAL

An unstructured interview with the principal was analysed according to reductive analysis and presented in detail according to the categories elicited by me. The emerging themes which emanated from the interview with the principal are as follows:

- Incorrect ranking of school quintile

- Social problems
- Benefits of the no-fee school policy
- Community's reaction to the no-fee school policy
- Addressing challenges emanating from no-fee school policy
- Overview of one-on-one interview with the principal

4.2.1 Incorrect ranking of school quintile

Reflecting only after a number of years, because of struggling to obtain school fees from the parents of learners, it came to the principal's mind that it would be in the best interest of the school to apply to change quintiles. The school was incorrectly identified as a quintile 4 (Q4) school by the Western Cape Education Department and was placed in a league with affluent schools within and around the community. However, the socio-economic factors of the learners and community made it very clear that an incorrect assessment of the quintile was done and had to be eminently reviewed. The principal related how the SGB of the school approached her in frustration regarding the impractical idea of increasing school fees the following year in order to maintain the managing of the school:

Uhm, we had lots of discussions around the fact are we going to increase it every year? Then governing body said, look, let's be realistic about it. If parents cannot afford the R100.00, how on earth are they going to afford the R400.00, R500.00, R600.00?

According to the principal, the school never applied to become a no-fee school, which is the appropriate procedure to follow in becoming a no-fee school. However, the education department looked at schools within the community that were charging learners lower than R400.00 for school fees per year and the onus was on the school to apply, but because the school fell in the category which the department had set out, they "automatically qualified".

Uhm, well we grabbed that opportunity with both hands and we looked at the benefits obviously. And then we were notified that we were successful in becoming a no-fee school.

4.2.2 Social problems

According to the principal, poverty is rife within this previously disadvantaged community, and being a fee-paying school at the time could therefore have been a contributing factor to the increase in uneducated and unemployed members within the community. She said that she found it an on-going battle to obtain school fees and even relied on fundraising for the extra costs of sustaining and managing the school without school fees.

The community is such where we start with the basic. We start with the Grade R class whereby the parent had to pay per month. Say there's no money to pay, or no money for food, your child's education would become not a priority,

Furthermore, the principal expressed her relief that now with the no-fee policy the school is able to reach the poorest of poor communities:

So we could never reach the most needy learner in your informal settlement, your backyard dwellers. Those learners never had the opportunity...

4.2.3 Benefits of the no-fee school policy

The principal related in great detail how the school is now able to provide more educational opportunities for learners within this impoverished community because of the change in policy. Firstly, the school receives between R1400 (one-thousand-four-hundred rand) to R1500 (one-thousand-five-hundred rand) per annum for each child, and this is sufficient for maintaining and managing of the school. The principal listed the following benefits regarding the change in policy:

- Each learner gets paid for by the WCED
- An increase in learner numbers
- More educators available teaching a variety of subjects
- Smaller class sizes
- Implementation of extra-mural activities
- Providing extra-curricular subjects
- Whiteboards in classrooms
- Employing extra class assistant educators, computer assistant, physical educator and 4 Grade R class educators
- Grade 1 overall excellent systemic results
- Each learner provided with stationery: textbooks, writing books and writing equipment
- Each learner provided with a school uniform

As mentioned above, it is evident that the change in policy has brought about various benefits for the school with its learners:

So with this being a no-fee school we could have 4 classes and stay free of charge and we could reach the learners from the informal settlement. This was one of the main, main, main opportunities that we've looked at where the community would benefit.

The principal stipulates that the implementation of the 4 Grade R classes has benefitted the school remarkably as the learners are then fully prepared for their first year in Grade 1. Since the inception of these classes, the school has received excellent Grade 1 Systemic Results within their situated education district for the last few years.

4.2.4 The community's reaction to the no-fee policy

The community was informed via the school newsletter and the local community newspaper regarding the change of school-fee policy. The principal, management team and SGB prepared themselves for the new influx of learners, owing to so many people within the community being unable to pay for their children's education. She expressed how members of this community have a deep-seated tendency to just want: "Communities such as ours that we've become used to receiving and that you take it for granted ... they expect things just to be given to you." The community members and especially the parents of learners were elated by the news and had their own assumptions how the policy was going to work. She further said:

So with no-fee school, parents were under the impression everything is for free, we do not need to have fundraisers, uhm, the kids just go to school.

4.2.5 Addressing challenges emanating from no-fee school policy

The Principal expressed how it has become mandatory with each Parent and Teacher Meeting (PTM) to invite all grade 6 and 7 learners along with their parents, to reiterate that there is still a responsibility with parents to contribute to their children's schooling. She continuously emphasises values and morals within these meetings, in essence to "instil and to keep that value of pride in our community." She says:

*I always say in my own words 'Ons kan nooit, nooit net bakkie hand wil staan.'
(I always say in my own words 'We can never, never simply stand with bowl-shaped hands.)*

The Principal went further to explain that the onus lies with the parents to contribute the following donations to aid to their children's quality of education, and there is no pressure should parents be unable to make payment:

- R5.00 (five rand) monthly towards the salary of the Computer Assistant.
- R5.00 (five rand) monthly towards the salary of the Physical Education Teacher.

- Physical education attire – 1 pair of white shorts and 1 white sweater.
- Assist with fundraising.

She stressed, however, that the “team factor” is brought in when parents of learners deviate from their responsibilities to support their children’s education. In addition, she supports the following sentiment which echoes the value of not pressurizing anyone:

And I must tell you that: very, very successful. So we give that responsibility to the parent. When your child is enrolled at ..., this is what your child needs to have, not what the school is going to give.

4.2.6 Overview of one-on-one interview with the Principal

Two themes were identified which give clarity on the sub-questions underpinning the study, which are: 1. What are the views of teachers and parents regarding the implementation of the no-fee policy at a previously historically disadvantaged school? 2. What are these stakeholders’ opinions regarding the value of this policy to their school? Theme one reflected the principal’s view on the policy and theme two added the description of opinion that affected the overall experiences of the principal regarding this policy. The findings are discussed and interpreted accordingly.

4.2.6.1 Principal’s view regarding the implementation process of the no-fee policy

I posed my second last question to the principal: “What is your overall experience with it (no-fee policy)?” and “Have you seen it (no-fee policy) as a positive overall impact that has been brought about since it was implemented, or how do you feel about it?” Unequivocally she responded with an unwavering, clear-cut answer; the principal said, “It can only be positive”. She expressed the following sentiments:

There’s no ... I would love to have all schools to have this experience which we have. In terms of resources, ensuring that each and every child has a textbook in all subjects. The stationery is there... there’s one thing that I wanted to mention... in terms of technology ... we would never have been able to afford a whiteboard.

In addition to the resources which have now been made available to the learners, there has been considerable progress in their “academic achievement” and this is all because of the change in school-fee policy. The dilemma of wondering where money would come from has now been dealt with, compared with the past whilst the school was fee-paying and financially struggling due to the lack of school fees. She said: “It’s just different from being a fee-paying

school. Where are we going to get this? How are we going to do this?" These sorts of comments made it clear-cut that money issues are no longer an issue to the Principal, SMT and SGB.

4.2.6.2 Principal's opinion regarding the value of the no-fee policy

The Principal gave a detailed description of her teaching career which started in 1978 at this specific school, including the positions she filled until now. She has been working at the school for 36 years and has been in her current position as principal for 17 years. The experiences and knowledge gained in her position are definitely admirable and her passion for the school and community was clear when she relayed the following:

So the benefit here is also that you can have smaller classes as well and we're growing each and every year. The next grade becomes smaller class size, so since becoming a no-fee school we could see the growth as a ... community in terms of all aspects of school.

The principal provided the following suggestions for school principals, SMTs and SGBs struggling to make ends meet at fee-paying schools:

- It's a big mistake not to apply if your school is struggling financially
- Apply relentlessly to the department and government until action is taken
- The responsibility of maintaining a no-fee school isn't more than that of a fee-paying school

4.3 RESULTS OF UNSTRUCTURED INTERVIEW WITH FOCUS GROUP

An unstructured interview with 6 purposefully selected teachers was analysed according to reductive analysis and presented in detail according to the categories elicited by me. Table 4.3.1 provides a summary of themes and categories as identified from the transcribed focus-group interview and the field notes recorded during the research. The findings are discussed and interpreted according to the table.

Table 4.3 Schematic summary of identified themes and categories

4.3.1	THEME 1: TEACHERS' UNDERSTANDING OF NO-FEE SCHOOLING
4.3.1.1	Lack of clarity of no-fee policy.
4.3.1.2	Transparency in implementing the no-fee policy.
4.3.2	THEME 2: TEACHERS' FEELINGS ON THE NO-FEE POLICY
4.3.2.1	Policy affects learners' attitude.
4.3.2.2	Policy affects parents' attitude.
4.3.2.3	Teachers' sense regarding availability now of resources.
4.3.3	THEME 3: TEACHERS' VIEWS REGARDING THE IMPLEMENTATION PROCESS OF THE NO-FEE POLICY.
4.3.3.1	The benefits of the no-fee implementation
4.3.3.2	The lack of benefits associated with the no-fee policy.
4.3.4	THEME 4: TEACHERS' OPINION REGARDING THE VALUE OF THE NO-FEE POLICY
4.3.4.1	Teachers reflecting on fee-paying policy and current no-fee policy.
4.3.4.2	Teachers' suggestions to management on how to better support their interests with this new policy.

4.3.1 Theme 1: Teachers' understanding of no-fee schooling

When I posed my first question to the teachers: "What do you understand by the term 'no-fee school?' I discovered, from the interviews with teachers, that many are unable to give a clear explanation of what a 'no-fee school policy' is. I found that teachers working daily within the implementation of this policy, had a basic understanding of what the policy entails, including the history thereof. I identified two categories in this theme. The first category gives clarity to the teachers' understanding of the policy and the second category gives an indication on how the policy is being promoted within the school and community

4.3.1.1 Lack of clarity of no-fee policy

The teachers, who are the ones who work daily within this policy, seem to have a very basic understanding of this school-fee policy which was introduced by the South African government in 2007. Mrs Walie said: "Well, a no-fee school to my understanding is a school where no fees are being paid". Mr January added: "Ja (Yes), look, free education but I think a no-fee is, basically no fee means, look, when it comes to fees." In addition to these two vague responses from the teachers the two other teachers, Mrs Bosch and Mrs Botha, were

able to give a bit more clarity to what the policy entails. The teachers added the following sentiments:

Maar no-fees beteken volgens my verstaan is dat ouers betaal nie meer skoolfooie vir die kind as sulks om die skool by te woon nie, asook boeke, skryfbehoeftes en handboeke is gratis. (But, no-fees means, according to my understanding, that parents no longer pay school-fees for the child and also to attend school, as well as books, stationery and textbooks, are free.)

To me no-fee school means that parents are exempt from having to pay towards any resources that are needed to enhance the teaching of learners: physical resources in terms of textbooks, writing books, and the day-to-day running of the school.

Mrs Becks went ahead and elaborated on the benefits of the policy, not adhering to the set question. She said: *For me as a Grade R educator the no-fee, it's actually a great help because now at the end of the day we got more learners, but before with the school fees, parents couldn't afford it, but now we are so lucky our classes are full.* Finally Mrs Bailey's response to the first question was "No-fee beteken niks geld kom in nie." (No-fee means no money is coming in.)

The teachers were not able to give me in-depth answers relating to how the policy comes about and were unable to list the procedures which must be followed to be declared a no-fee school. I was interested in obtaining in-depth understanding of the policy, but there was a lack thereof. Mrs Botha, who is in a managing position, was able to refer to the resources which come about with the change of policy, but didn't go into detail about the utilisation of the funds which are made available to the school. From this one question I discovered that 'transparency' regarding the funds might not be evident. Thus research findings led me to my second theme, which is based on transparency within the no-fee policy within the school system.

4.3.1.2 Transparency in implementing the no-fee policy

To improve the functioning of any school and provide its learners with quality education, the policy makers must be transparent in this regard. The principal, SGB, teachers, parents of learners and learners as well, must be informed of how the no-fee policy operates. This is important so that no confusion may arise during the implementation and execution of such a policy. This sort of approach will be best in promoting transparency, accountability and integrity in the management of the school. When I posed my third question to the educators: "In your opinion, did the school management fully explain the no-fee system to the parents of

the learners at the time?” the interview with the focus group revealed that the principal and teachers did inform the community and parents of the new policy which was to be implemented in the school. Mrs Bailey confirmed this by saying:

Toe ons, my hoof, daardie vergadering gehou het met die parents en die governing body. Dit was house-full want die parents het geweet hier gaan nou iets gesê word. En daar was opgewondenheid en toe sak dit weer. (When we, my principal, held that assembly with the parents and the governing body it was full-house, because the parents knew that something was going to be said here. There was excitement, and then it diminished.)

Echoing the above sentiment, Mrs Botha, who has been teaching at the school for more than two decades, expressed that the parents of learners and community members at that assembly were informed about their need to contribute a small fee towards programs that will be offered at the school and will not be covered by the no-fee amount allocated to the school. The onus was on the parents to contribute if they wanted a certain program to exist at the school. Mrs Botha highlights her point in this excerpt:

It was made clear that fundraising would still need to take place because it would assist: that the contribution of the state to the school would just about cover the overheads and that we would need extra income to sustain whatever programs that we would like to run or offer at the school.

On this matter, Mrs Walie stated who was informed at the assembly regarding the change in school policy:

Yes, we actually had a parent meeting, governing body included, explaining the ja (yes), what it (no-fee policy) all entails. What the no-fee school entailed, that was explained fully to the parents, governing body present too.

4.3.2 Theme 2: Teachers' feelings on the no-fee policy

Teachers have expressed various opinions on how they feel since the inception of the policy. In general, their feelings included happiness, appreciation and also disappointment. Some teachers felt as if the policy had brought “luck” to the school. Mrs Becks added:

“For me as a Grade R educator the no-fee, it’s actually a great help because now at the end of the day we got more learners, but before with the school fees, parents couldn’t afford it, but now we are so lucky our classes are full.”

However, it should be noted that the policy brought along with it a change in position which is evident in the mind-set of learners and parents. The first category presents the educators' feelings towards the attitudes of their learners and the second category gives a presentation of the teachers' feelings towards the parents of learners' attitude.

4.3.2.1 Policy affects learners' attitude.

In the unstructured interview one of the sub-questions within question 7 was: "What has the no-fee policy brought about at your school?" Here I was referring to increase in learning resources and teachers referred to the now lacking attitude of parents which rubs off onto their children. Mr January outlines: "And I think also another disadvantage, if you can see it as such, would be that parents now seem to think that they do not have to contribute in any way, you know." I wanted to know if this was the case with the learners as well, and the response from the three teachers, namely Mrs Becks, Mrs Bosch and Mrs Bailey, was as follows:

I think so.

Look obviously if you pay for something you add value to it. But that's the way we were brought up, you know, if you pay for something you add value. So at the moment they just come, they get everything free so they don't add value to it. The same with the textbooks, they don't worry about it.

We (teachers) ask them (learners) to look after it (writing books), the textbooks we ask them to recover. Accountability is always with us as the teacher, but they (learners) don't seem to understand that. So ja, like I say, like Mr January was saying, that when you do not have to contribute to something, then you take it for granted and there isn't an appreciation.

Mrs Walie, who teaches in the foundation phase, felt somewhat the opposite, as this wasn't really the problem within her phase, but regarded this as an Intermediate and Senior Phase problem. She adds: "We don't really have a problem in the Junior Primary. I think it's more as the learners grow older."

Mr January expressed in an example how negligent certain learners are with stationery which is given to them freely by the school, compared to their parents paying for the stationery. He said:

If I buy my own book, textbook, I won't take my book and hit a child with the book or just leave it there: if we dismiss or break for interval, leave it there. My mommy paid for it, so if I lose it, she will ask for it and she will have to replace it.

It was evident in the interview that the teachers are disappointed that learners from this poverty-stricken community could be so unappreciative towards items which are freely given to them.

According to the educators there is a high sense of accountability which has come about with the implementation of the no-fee school policy at this school. Teachers are now held more accountable for learning resources and not so much the learners. Teachers felt that this was wrong and also felt that the administration responsibility has increased. Mr January continued:

At the moment, who is accountable for it (stationery)? We, as the teachers, in fact with the no-fee school we're actually more accountable for it, isn't it, because we are held accountable for those books. Everything you have to number, you have to keep record of everything. And then you have to check on CEMIS (Central Education Management Information System).

4.3.2.2 Policy affects parents' attitude.

From the transcripts of the interview it became apparent that the demeanour of certain parents of learners at the school has changed because of the impending no-fee school status. A nonchalant approach towards their children's education is prevailing due to the ignorance of certain parents. Mr January clearly outlines this in the following statement:

I think also another disadvantage, if you can see it as such, would be that parents now seem to think that they do not have to contribute in any way, you know. Everything now we're no-fee, we're getting money from the government, so you can't ask me, you know.

Moreover, Mr January states that the problem of parents with these sorts of attitudes lies within them being "uneducated" and also they are the ones "who do not attend the meetings". Evidently these are parents who "don't actually understand what this concept of no-fee school means".

Parents have developed a non-caring attitude which is exacerbated into the following:

- Not having their children comply with school uniforms from day one of the new school year.
- Don't feel responsible for child's education; government fulfils that role.
- Don't feel a need to contribute funds which were decided upon by SGB and parents of learners.
- Threatening to report teachers to district offices for enforcing school code of conduct.

4.3.2.3 Teachers' sense regarding availability now of resources

The teachers expressed their appreciation towards the current increase in educational resources because of the change in school-fee policy. In essence quality education can be better achieved when concrete learning resources are used within the classroom. The question which I posed to the focus group of educators was question number 4: "What were the conditions of the school like when it was still fee-paying? And I am referring to the building and the resources at the time when it was still a fee-paying school." On this point Mrs Botha said:

In terms of Management, they did their utmost to maintain that building, even though it was sort of falling apart. It never looked shabby and we took pains to create an environment that was conducive to learning.

Mr January added to this and said:

Ja (Yes), look it was also at times a bit stressful. Look, obviously with a no-fee school, management can plan better ahead in order to get to these things (educational resources). Obviously resources will improve in time to come.

During my scheduled observation period at the school, I observed the grounds of the school and viewed classrooms where teachers were busy teaching learners. I was able to confirm that certain classrooms had smartboards (interactive whiteboards) and teachers were incorporating this form of resource into their application of teaching. This form of resource allows for an active collaboration to take place between the functionality of learning and technology.

4.3.3.1 The benefits of the no-fee implementation

The members of the focus group indicated that they felt that the policy has brought with it various benefits. The main benefit is being able to start the new academic year with all the necessary resources (writing books, textbooks, pens, etc.) required to make teaching possible, unlike formerly when the school was a fee-paying school and parents couldn't afford to pay for their children's stationery and the school would wait for a long time for the monies to be paid and most of the time it wasn't paid. Mrs Botha reiterated the following statement:

I think one of the advantages would be that on day one all learners received their writing books and you can start working in them. Whereas before they had to pay for the books and you had to wait and you know it was always like if you gave it, you never got the

money, so you waited till they paid to give them the books which would sort of not be ideal in terms of uhm the class and work. Our learners, in basically all the learning areas there are textbooks.

Another benefit associated with the no-fee school policy is the elimination of paying registration fees or school fees when enrolling a child at such a school. Miss Becks was able to give clarity to this benefit by reflecting on what the previous policy and now the current policy allowed. She said the following on this:

By us, parents can just come and enrol the child, don't need to worry about school fees anymore. Before, parents just stayed away with the child because they never had school fees. Now, they don't need to worry about that anymore, the child can come freely to school now.

Furthermore, the teachers randomly listed particulars the school boasts now, compared to before the inception of the policy. These are as follow:

- The learner enrolment is increasing annually.
- Four new grade R classrooms which accommodates 30 learners per class.
- Money from parents is utilised for excursions instead of paying school fees.
- Extra educators are employed by the SGB.
- Community engagement is advantageous in up-keep of the school building.

4.3.3.2 The lack of benefits associated with the no-fee policy.

The No-fee Schools policy was introduced to cater for those learners in the poorest communities whose families are unable to contribute towards their schooling. Any policy will have its shortcomings, if it is not fully understood by all stakeholders involved in the execution thereof. Teachers felt that they have experienced a number of challenges associated with the policy.

One challenge experienced is the reduced parent involvement in contributing towards the school's expenses and not wanting to assist in their children's education. This is evident in the following story told by Mr January:

I mean case in point: school starts; I think almost every parent in the country ensures that their child is school ready on day one. That they have their writing materials at least, that they have their uniform. We have children walking in takkies. So why is that? Because parents just don't care and they think why must I bother? And parents also, they're aware that you can't force them to do anything 'coz they will just run to the district offices and report you. So in some cases I think uhm parents are not really playing their part in terms of supporting the school so that it can, you know, grow and

develop in terms of this no-fee paying school; that there's still a responsibility that rests with them.

This statement is a clear reflection of the helplessness teachers experience in attempting to administer the code of conduct at the school. Parents are allowing their children to deviate from the expectations set out in the rules and regulations set by the school. Learners should be wearing the set school uniform from day one of the new school year, and it is only by the parents' involvement that this can be made possible.

Teachers complained about the self-usage of their own salaries to pay for teacher resources within their classrooms, and how a certain school in the neighbouring area, which is fee-paying and charges a "sky-high" amount, is able to provide teachers at the specific school with all the necessary teachers' resources and laptops. Mr January emphatically related his disappointment at how the no-fee policy only caters for the learners and doesn't include the human factor, which relates to the teachers requiring certain resources to aid in the rendering of quality education to all learners at the no-fee school. He added the following statement: "It's a nice thing to provide free schooling, but they (government) must also say, right: provide teachers also with the right things." Mrs Walie concurred with Mr January's statement by adding the following: "We spend thousands of rand from our own salary: we generate it into our classrooms. It's actually sad, you know."

The teachers added another lack of benefit of the no-fee policy and this relates to the policy's inability to recruit specialist teachers in SGB posts, because of the lack of funds to pay for their services. One teacher felt that this policy creates "the haves" and "have nots" division, whereby neighbouring fee-paying schools will always be more advantaged due to influx of fees and this no-fee community will always remain disadvantaged. Mrs Botha expressed her concern:

The playing fields are not even, so it cannot just be a blanket no-fees because you are still going to then create the divide of the haves and the have nots. The haves will still be able to afford governing body posts, specialist posts, whereas we're gonna be at the same level, it's not gonna change where we are. So, when you're in a disadvantaged community we are going to stay disadvantaged even though it's a no-fee policy. We are not really moving out of that league where we can compete with those schools on the other side (affluent schools in Cape Town).

Moreover, Mr January related that due to the growth in learner numbers at the school, more money is being used for maintenance thereof. He added:

The school has grown in numbers, more electricity is being used; more water is being used. Those accounts are becoming bigger, so therefore there will always be a deficit when it comes to money because you need more, but you're not gonna get more.

4.3.4 Theme 4: Teachers' views regarding the implementation of the no-fee policy

Two themes were identified which give clarity on the second sub-question underpinning the study which is: Theme one looked at the transitional period between school-fee policies, namely 'Teachers' reflecting on fee-paying policy and current no-fee policy' and theme two gives suggestion to management on how to better support the implementation of such a policy: 'Teachers' suggestions to management on how to better support their interests with this new policy'. The findings are discussed and interpreted accordingly.

4.3.4.1 Teachers reflecting on fee-paying policy and current no-fee policy

All the teachers in the focus-group interview expressed strong views on their experiences throughout the transition period between school-fee policies. There was indeed a dire need for change in essence to uplift the learners from this historically disadvantaged community. Mrs Botha iterated that the school struggled a lot in terms of resources. She further elaborated that under the fee-paying policy, those in Management tried their best to give learners the best education during that challenging period at the school. She said: "And I think yes, in terms of Management they did their utmost to maintain that building, even though it was sort of falling apart." Mr January agreed with Mrs Botha and said, "Ja (Yes), look it was also at times a bit stressful". He then continued that the stressful part related to the challenge of having to "get money from parents".

According to the teachers, the lack of school-fees not being paid by parents made being at the school at the time (fee-paying) a tension-filled affair. Teachers and Management devised alternative arrangements for parents who wanted their children's reports but couldn't afford to pay the school-fees. Added to this, Mr January related that handing out report cards to parents who had not paid their children's fees was stressful. He said:

When it comes to reports, where parents had to come at night to come and collect reports in order to make arrangements. We had to give the reports but to make

arrangements to come and see the principal about fees. So, it was really a stressful thing you know. And, if you refuse to hand out the report, they will kick up a racket, even report you at the department.

With the implementation of the no-fee policy, the school is now better equipped with educational resources, and also the burden of collecting school-fees from parents within this disadvantaged community no longer rests with the teachers. These can be seen as benefits which came with the transitioning of school-fee policies.

4.3.4.2 Teachers' suggestions to management on how to better support their interests with this new policy

The interview with teachers revealed that there were areas that needed improvement in the implementation of the no-fee policy, based on their experiences thereof. These suggestions are made in order to assist fee-paying schools that are interested in applying to become a no-fee paying school. These suggestions were:

- **Educating parents**

Teachers indicated that parents at the school should be educated on the no-fee policy and also their role in supporting their children's schooling.

- **Providing teacher resources**

The interview revealed that teachers felt unhappy with having to purchase their own resources when government is paying. Management should budget properly and include teacher resources for their classrooms.

- **Fundraising**

Teachers indicated that although it is a no-fee school and parents are not allowed to contribute any fees, it should be the parents' sole responsibility to contribute towards fundraisers.

- **Community awareness**

The interview revealed that being transparent when introducing the new policy can have benefits for the school. Although the school is in a disadvantaged community, members of the community will ensure that the school is at all times safe. Mrs Bosch said, "Omdat dit 'n no-fee skool is, jy sien niks afbreek nie." (Because this is a no-fee school you don't see anything damaged.)

4.4 RESULTS OF UNSTRUCTURED INTERVIEWS WITH TWO SETS OF PARENTS HAVING THEIR CHILDREN UNDER THE FEE-PAYING POLICY

Two unstructured one-on-one interviews with two sets of parents of children who attended the school whilst it was still fee-paying, were held. The findings are discussed and interpreted accordingly.

Both sets of parents in the one-on-one interviews expressed strong views that indicate that no major changes having taken place at the school since the implementation of the no-fee policy. However, four themes emerged from the interviews. According to the parents their experiences are as follows:

- Difficulty in paying school fees
- Quality of education remains the same
- Learners' attitudes remains unchanged
- Teachers' attitudes towards no-fee policy remains the same

4.4.1 Theme 1: Difficulty in paying school-fees

According to the parents of the learners who attended the school under the fee-paying policy, having to contribute the annual amount of R250 (two hundred and fifty rand) was quite a hefty sum of money to pay towards their children's education. With regard to this, Mrs Swarts said: "Look ... I would say for me it wasn't a problem because ... R250 or R300 for the year, that's a little." However, Mrs Roberts found that paying this amount towards 3 children, which was the case for certain parents, including her, was a complete burden. She relates the following:

I mean sometimes when a parent has more than two or three brothers (meant siblings) at school, then it's a bit difficult to pay school fees. Then you'll have to like go and get an affidavit at the police station. You have to go through a lot of channels ... We know that we must pay, but it was for some parents, I'm talking about myself, it was a bit difficult.

Mrs Roberts was expressing her stance and that of fellow members of the community whom she describes as finding themselves in "disadvantaged positions". However, with the change in policy, these two sets of parents no longer have to worry about contributing to their children's school fees.

4.4.2 Theme 2: Quality of education remains the same

Both sets of parents felt that, although the school-fee policy has changed, the quality of education has remained the same. The question I posed to both sets of parents was question 3: “The school that I am talking about is now no-fee paying, this school. Would you still have sent your child to this kind of school, meaning if a school like this (no-fee) was available at the time when your children were attending the fee-paying school?” Mrs Swarts said: “I would still send her here if the school was fee-paying”; and Mrs Roberts responded with an unwavering “Yes. Ja (Yes), the quality you know.” The parents confirmed that teachers at this specific school always “put in all effort in what they are doing” and it is because of this that they couldn’t see any change to the quality of education that is being offered under the new policy.

4.4.3 Theme 3: Learners’ attitudes remain unchanged

The parents asserted that they believed that there hasn’t been a change in the attitudes of learners from this community, regarding the change in policy. However, Mrs Roberts considers outsiders to be perhaps of a different opinion because the school is located in a disadvantaged community. She related the following story:

If I look at the school here, then I think a lot of people will think very low of our school, but quality ... students. If you have visitors they will exactly know how to behave. Even if we don't have visitors, they know what is expected of you, of them. So I won't say that just because of fees that attitudes have changed.

I believe that by having used the word “attitude” in my question, the parents felt that this word would automatically refer to the negative behaviour of their children. This was certainly not the case. I wanted to hear what they think the thoughts of their children (learners of the school) would have been, owing to the change in school-fee policy.

4.4.4 Theme 4: Teachers’ attitudes towards no-fee policy remains the same

According to the parents, they were extremely happy with the introduction of the no-fee policy. Mrs Roberts says “Yes, I am happy” and was followed by Mrs Swarts, who felt that the policy had a lot of “advantages”. The invariable conclusion which both sets of parents reached was the fact that teachers’ stance towards learners experiencing this new policy has not changed. Mrs Roberts had this to say:

Just because there's like, uhm you don't need to pay, the value of teaching will not drop because at the end of the day teachers are getting paid even though they, the teachers at our school, have the right attitude that why they are putting in everything. Even though the learners they won't have that attitude "ag man they don't pay school fees so we don't put in".

In essence what made parents extremely proud of having sent their children to this specific school was the feedback which high schools gave after accepting these learners. Mrs Roberts says:

It's nice to hear feedbacks of other high schools that our learners are in that of the (name of school) learners, is like top students or so.

4.5 RESULTS OF UNSTRUCTURED INTERVIEWS WITH TWO SETS OF PARENTS HAVING THEIR CHILDREN UNDER THE NO-FEE PAYING POLICY

Two unstructured one-on-one interviews with 2 sets of parents of children who are currently attending this no-fee school, were held. The findings are discussed and interpreted accordingly.

Both sets of parents in the one-on-one interviews expressed great delight about the implementation of the no-fee policy at this historically disadvantaged school. One main theme, including one overarching theme, emerged from the interviews. According to the parents their experiences are as follows:

- The NFSP is a relief for single parents
- The NFSP is beneficial to disadvantaged communities

4.5.1 Theme 1: The NFSP is a relief for single parents

In a very reflective interview with both sets of parents, the main theme which emerged was the elation brought about by the introduction of the no-fee school policy (NFSP). A major concern for parents from disadvantaged communities is the inability to provide for their children and, even more so, contribute to their schooling. Mrs Jantjies gladly explained the school's transparency policy, when the change in policy was declared in the annual Budget meeting. Mrs Esau was able to attest to this by describing the cheerfulness amongst members of the community who attended the assembly, when it was introduced. She said:

Oh, they were very excited, they were very excited. I was in the meeting when it was mentioned, and you could see the excitement with the parents. Ja (Yes), because of the community that we serve I think it is a, fees was a problem to parents because they, uhm, I think most of the time there were parents that never paid school fees, so you can imagine when that was mentioned what it was like.

Both sets of parents were single individuals at the time when the no-fee policy was introduced and the news of the change in policy came as a huge financial relief for these parents. Mrs Jantjies says: Dit het vir almal 'n groot impak gemaak, byvoorbeeld daar's baie ouers wat single parents is (It made a huge impact, for example there are many parents that are single parents). Adding to this, Mrs Esau commented "One of the advantages is that it makes it easier on me, I'm a single parent." Here the parents relayed their financial difficulties of living in a disadvantaged community, being single and unemployed yet having to contribute to school-fees. This was a burden unto them. The two sets of parents summarized the overall experience for a single, unemployed parent in a historically disadvantaged community like this, with the following sentiment raised by Mrs Esau:

I don't have to worry when it comes to the end of the month. Where am I gonna get money again to pay my child's school fees? That was one of my advantages now that I don't have to worry about that anymore.

4.5.2 Theme 2: NFSP being beneficial to disadvantaged communities

The overall experiences of both sets of parents and their children under this school policy, has been advantageous. Mrs Esau highlighted the delight of this policy to parents of learners living in "farm areas", including the "two informal settlements" in the surrounding areas, which the school caters for. Not being forced to physically pay is a "big relief" according to Mrs Esau.

Both sets of parents reiterated their experiences and their children's lived experiences with the no-fee policy, which can be synopsised as follows:

- Excellent education
- Happy experiences
- A lot of extra-mural activities
- Confidentiality between parents and teachers

Mrs Jantjies concluded with her interview by lastly stating: “Ek sal sê dis ’n groot verligting vir meerderheid van die ouers” (I will say that this policy is a huge alleviation for the majority of parents).

4.6 Analysis of documentation

The data derived from the documents helped to substantiate my findings through interviews. After evaluating the official school documentation outlining the annual Learner Registration Totals from 2009 to 2016 and the WCED Systemic Results from 2013 to 2015, the following discoveries outlined within the 3 graphs below were evident:

Graph 1: Total enrolment of learners from 2009 to 2016.



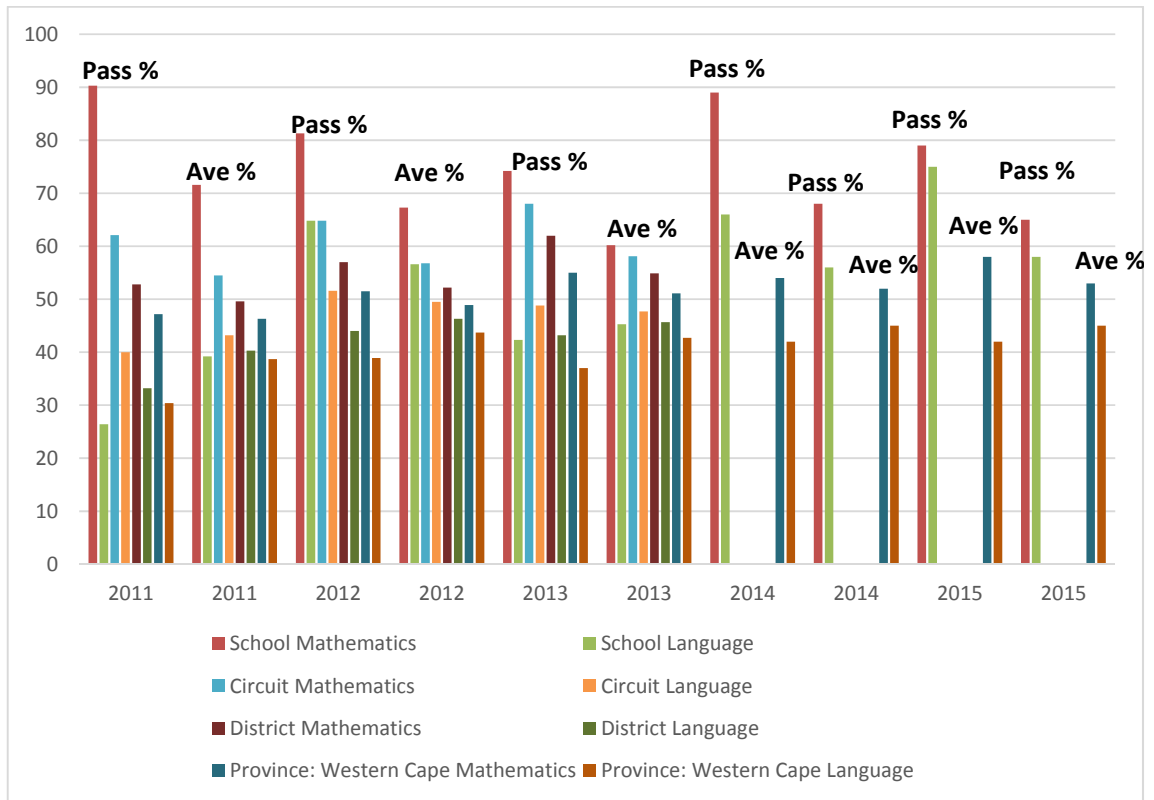
Graph 1 outlined: The principal at the aforementioned school highlighted in the one-on-one interview that it became officially a no-fee school in 2012. According to the data provided, a measure of central tendency was required to establish the average number of learners who have been enrolled at the school, brought upon by the change in policy 3 years prior to the implementation of this policy and 3 years thereafter.

The three years prior to the changing of policy were calculated to obtain the average total number of learners during that specific time at the school. After the total was calculated, it was then divided by the number of years used. The same was done to calculate the number of learners at this now no-fee school, excluding the first year of the implementation. Together I was able to calculate that there was an increase of 155 learners now at this school by having made use of the arithmetic mean.

Table 4.6.1 Arithmetic mean (Average) calculation of student enrolment rate per annum

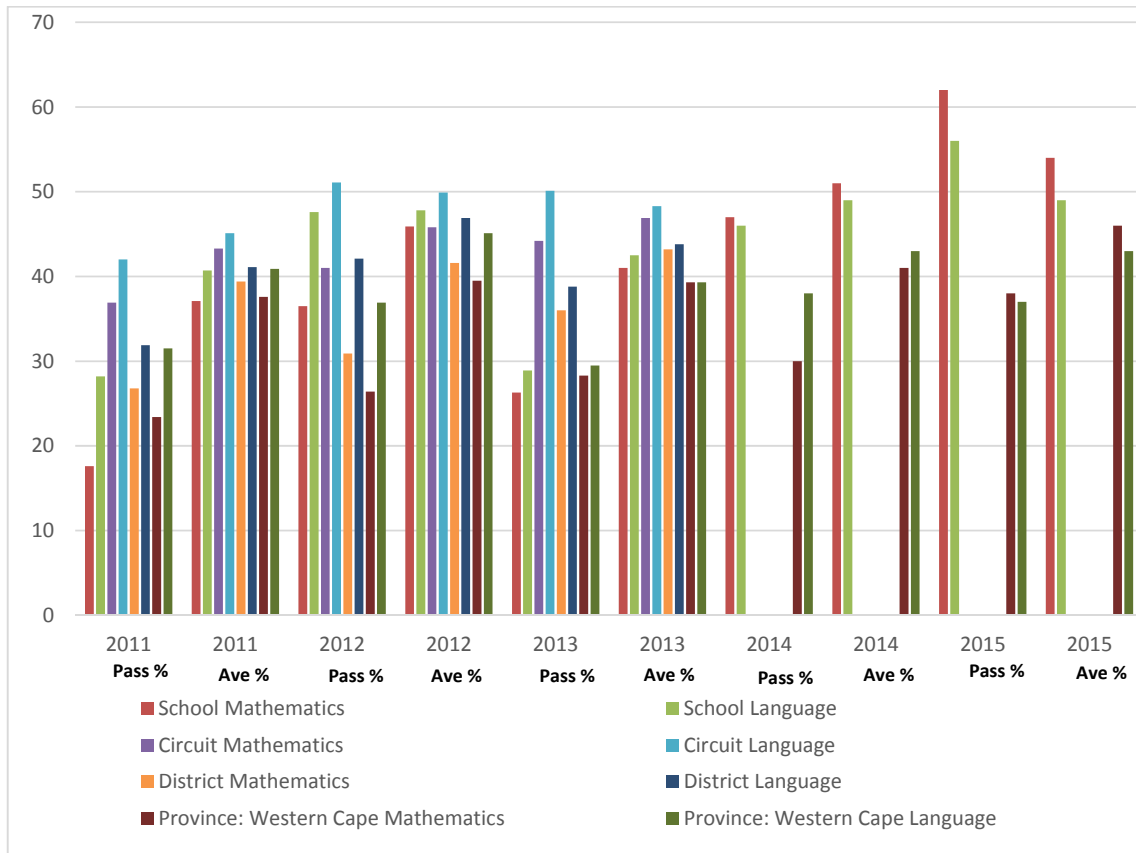
$595+626+710= 1931/3= 644$ (Before change in policy)
$817+757+824= 2398 /3= 799$ (After change in policy)
An increase of 155 learners

Graph 2: Grade 3 WCED Systemic Test Results (2011 to 2015) MATHEMATICS & LANGUAGE RESULTS



Graph 2 outlined: The annual Grade 3 Systemic Test is developed according to the curriculum framework set out by the WCED. The pass percentage for these tests in Mathematics and Language is 50%. The tables provided in the graph gave an overall view of the mathematics and language results, with comparable percentages for circuit, district and province. After having analysed the data it became evident that from 2011 to 2015 the school's average results are 82.6% in Mathematics and 54.8% in Language.

Graph 3: Grade 6 WCED Systemic Test Results (2011 to 2015) MATHEMATICS AND LANGUAGE RESULTS



Graph 3 outlined: The annual Grade 6 Systemic Test is developed according to the curriculum framework set out by the WCED. The pass percentage for these tests in Mathematics and Language is 50%. The tables provided in the graph gave an overall view of the mathematics and language results, with comparable percentages for circuit, district and province. After having analysed the data it became evident that from 2011 to 2015 the schools average results are 38% in Mathematics and 41.4% in Language.

The statistics outlined within the three graphs which were provided by the school principal, acted as a substantive measure in this qualitative study. The documentation obtained was my second last data-collection method within this study and through the analysis thereof it became evident that a qualitative improvement in test results is evident, since the implementation of the no-fee school policy. Although there has been a significant increase in learner totals at this school, the teachers and learners within this schooling circuit are able to obtain high passing levels (especially in Grade 3) for Mathematics, in comparison to the other schools which are also allocated within this circuit.

4.7 Analysis of observations

I included observation as a data-collection method to support my data which was received through interviews and documentation analysis. I wanted to see first-hand what resources and educational equipment were now available at the school, as it was mentioned by the various stakeholders (principal, teachers, parents) during the interview process. The teachers at this school willingly allowed me into their teaching space (classroom) after being timeously informed by me and the principal about the reason for my visit. I was permitted to take pictures of the various educational resources which appeared at the school and not distinctly of the learners. I have placed these pictures taken safely on record to support this study and only I have access to it. By making use of this data-collection method I could personally observe the following:

- the learner to teacher ratio in each classroom,
- the number of smartboards,
- observe white writing boards,
- look at total number of available projectors,
- see the number of textbooks per subject,
- computer lab,
- school library,
- playground,
- main hall.

This data-collection method acted as an affirmation to the interviews, which verified that a substantial improvement has occurred at this one historically disadvantaged school, since the implementation of the no-fee policy.

4.8 CONCLUSION

This chapter has presented the results of the research. It has outlined what the teachers' and parents' experiences are regarding the no-fee policy in a historically disadvantaged school. The chapter has also presented the teachers and parents' views, including opinions about this policy. It has further outlined the benefits and lack thereof, especially as implemented in a historically disadvantaged community.

Based on the results in this chapter, the discussion, recommendations and conclusion on the experiences of teachers and parents regarding the implementation of the no-fee policy in a historically disadvantaged community will be presented in Chapter 5.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

Chapter 5 provides summarized findings that answer the research questions underpinning the study. The chapter also highlights the limitations of the study and presents recommendations for future research. It is important to note that findings have already been discussed in the previous chapter (Chapter 4). The findings of this study provided insights into the experiences gained by teachers and parents during the implementation of the no-fee school policy at a historically disadvantaged school, as well as the views and opinions of these stakeholders on the benefits or lack of benefits from this policy.

5.2 FINDINGS ON THE RESEARCH QUESTIONS

5.2.1 What are the views of teachers and parents regarding the implementation of the no-fee policy at a historically disadvantaged school?

Without a doubt the amendment in school-fee policy brought about a significant positive change in this school and its surrounding community. Various people were affected and influenced by the policy and were involved in making this policy a success, which evidently is still an on-going process within the school. Firstly, the principal, SGB and teachers were all in agreement on the question of changing the school-fee policy of the school because of the poverty level of the community in question.

The literature reviewed and the data collected indicate that the Quintile system, although viewed as a redress element to the educational needs of South African schools, is being criticized by the same institutions, due to its inability to suitably identify a schools' quintile level (Kanjee & Chudgar, 2009; Motala & Sayed, 2009). The principal and teachers did indicate that the school was placed within an incorrect league with the surrounding schools. The findings are synonymous with Strydom's (2012) findings which indicate that an "alternative quintile classification" should be sought, to give a true reflection of the real situation that exists within schools, in this case with reference to learner population and, most importantly, the access to actual resources.

These members of staff, who managed the fee-paying school at the time, knew that parents of learners were struggling with day to day living brought on by unemployment and were thus unable to financially contribute to their children's education. Since the inception of the no-fee policy, the burden carried by parents has been lifted, and this is now exclusively the responsibility of the South African government.

An interesting fact in the data and literature is that all members from this disadvantaged community were happy about the change in school-fee policy. Their view is aligned with the policies of the African National Congress (ANC) who came into power at the end of apartheid and stated without delay that "education should be free" (Nzimande & Mathieson, 2004). Access to free education has evidently become a reality for poor learners, who still find themselves within this historically disadvantaged community.

However, the principal and teachers at the no-fee school instilled within the parents of learners a sense of ownership, whereby parents must contribute towards a portion of the cost of their children's education. This, in essence, gives the parents a level of consciousness that they should also contribute to the value and quality of education which their children are receiving. A number of teachers viewed this sort of involvement as a fundamental parental duty, as the term 'no-fee school' can loosely be associated with 'free schooling' - a term used negatively and which influences the attitudes of parents and impacts their children's behaviour negatively. This viewpoint links up perfectly with the literature on Systems Theory, which details that "layers of environment" will have an effect on a child's development; in essence, if parents are unaccepting of contributing to their children's educational needs, then surely this sort of defiance will be manifested in the learners' attitude (Paquette & Ryan, 2001).

Subsequently it was observed that, although teachers were grateful for this change in policy, a number of teachers felt that this policy did not make proper provision for the teachers who are working within the implementation thereof. Teachers felt that government should provide them with educational resources to better contribute to the quality of teaching and learning. Items such as laptops and projectors were listed, amongst others, because teachers were using their own salaries to buy these items and not being reimbursed for their efforts. They felt that this was wrong because government was looking after the learners and neglecting the teachers, who make teaching on a daily basis within this historically disadvantaged school possible. The data indicated that teachers felt ill-treated and deprived of 'teacher resources', unlike members from their surrounding schools who had resources in abundance without needing to pay for these resources using their own salaries. The literature (see

Pettigrew, 2015; Brown, 2013; Flynn, 2015) alludes to the theory of Relative Deprivation, whereby “One’s in-group is disadvantaged compared to a relevant referent, and that this judgement invokes feelings of anger, resentment and entitlement” (Pettigrew, 2015:11)

Altogether, the parents who participated in their one-on-one interviews were all in agreement that this no-fee policy was beneficial to them, due to the struggles which they had experienced and which many parents were still encountering in this area. This is evident, especially where an income is non-existent within many households in this impoverished community. The data and the literature reviewed highlighted that the burden of having to pay for a child’s education, especially for single parents in disadvantaged communities, is difficult and that the Lund Committee which was established in 1995 by the post-apartheid government has succeeded to the extent that education in a post-apartheid South Africa is able to allow for free learning to individuals who reside in disadvantaged areas (Whitworth & Wilkinson, 2013).

The overall impression which I obtained from the interviews held with the principal, teachers and parents was that their view of this policy is one which can be described as positive. For too long the school was struggling financially, and this resulted in learners lacking a variety of resources to make quality education possible, although teachers continued to give their best in delivering excellent schooling. Now, with the change in policy, money is freely made available to the school and long-term plans can be achieved. Thus, the literature review suggests that the post-apartheid government succeeded in developing a ‘free’ education system to benefit the previously disadvantaged members of society. However, sentiments expressed by Lemon and Lennard (2009:1) suggest that communities such as that focused on in this case study are still “spatially divided” from affluent schools, due to the “impact of inequality, desegregation and state policies” created by the former apartheid regime. Similarly, researchers such as Spaul (2012) suggest that two school systems are currently functioning in South Africa, and this can “lead to fake results and misleading policy conclusions” (Spaul, 2012:4).

5.2.2 What are these stakeholders’ opinions regarding the value of this policy to their school?

Only one teacher was of the opinion that it was still too early for one to state whether this policy was a success or not, whereas the rest of the members within the focus group believed that this policy was creating success within this school. The teachers believed that the fact that money was now available for children to attend school was on its own a benefit

which could not be disregarded. The principal believed that growth had occurred within the school, and this was evident in the number of learners who were annually enrolled at this school. Before the transition in fee-policy, many learners were kept at home because of parents who did not have the money to pay for their children's education. The principal was of the opinion that this policy had given many backyard dwellers and farmworkers' children who live on nearby farms, the opportunity to a brighter future because of their access to a no-fee schooling education. The data and the literature point to the fact that, although education is a fundamental component to bridge a legacy of brokenness which apartheid brought about in South African schools, it is questionable whether the education which is being received is of "quality" or merely a "redress to compensate for the injustices of apartheid education" (Lemon, 2004:1). This is interesting to note, as the policy is still fairly new within this one specific school and community.

The parents of the learners who were interviewed viewed the policy as a success due to the range of benefits which had come about since the school was declared a no-fee school. They were also of the opinion that teachers had not been affected much by the policy and had kept on educating their children to the best of their abilities.

This research found that various perspectives were evident from the different interviewees. It became evident that teachers have very limited knowledge of the processes involved in changing school-fee policies. However, it is the duty of the same individuals to implement this policy. This tends to present challenges for the implementation process. The literature points out that a school is a 'system' which consists of 'interdependent components' that form a whole and work together with a view of attaining a common goal (Grobler, 1998; Aronson, 1996). The data revealed that teachers have 'limited knowledge' regarding the no-fee school policy, so this equates to the system failing if its stakeholders are misinformed about the processes involved and the roles which all teachers should collectively play.

5.3 RECOMMENDATIONS

This section presents the proposed recommendations provided by the principal, teachers and parents based on their experiences including their views and opinions about the no-fee policy. The recommendations are targeted at people in historically disadvantaged communities, teachers, school management, and government stakeholders within the South African educational system. I will outline the suggestions as given by the various people who were interviewed according to their position within this study.

The Principal recommended:

- Fee-paying schools that are struggling financially to consider reviewing quintile status by applying relentlessly to government;
- The responsibility of managing a no-fee school is no different to that of a fee-paying school, if your financial team is hardworking and diligent in carefully controlling and spending money; and
- Be transparent when introducing this policy to your parents, learners and community members, to avoid confusion and members being misinformed about what the policy entails.

According to international evidence there are great benefits attached to parent involvement when a two-way communication between school and home is evident (Meier & Lemmer, 2015). This sort of transparency will be advantageous to a school that has newly implemented a no-fee policy in order to avoid confusion regarding money matters. Also, parents will feel that they are actively contributing to their children's educational needs. O'Connor (2008) supports this sentiment by adding that the promotion of good communication between families and educational institutions must involve creating suitable 'school-to-home' as well as 'home-to-school' communication strategies annually with the parents of learners in order to monitor their children's performance.

The Teachers within the focus group recommended:

- Learners must be made aware of the policy when being enrolled at the school and so should parents, so that they can be educated on the policy's implications for them and for the school;
- Government should make provision within the allocated annual budget to include a 'resource budget' for all teachers; and
- Parents should be held responsible for contributing fully towards all fundraisers held at the school.

Jansen (2013:10) argues that South African post-apartheid learners' behaviour is currently that of being unappreciative. He goes further to outline how their behaviour has deteriorated over time to the degree whereby acknowledgment of gratitude is unnoticeable, as is evident "when you receive human gifts, without the capacity to acknowledge kindness". This sort of observation sheared his belief system, leading Jansen to conclude that post-apartheid

learners have “morphed into an acquisitive society” (Jansen, 2013, p.8). However, the debate about the cause and contouring of learners’ bad behaviour is outside the scope of the present study, since it is a complex one. For instance, it was discovered within a study done on white pre-service teachers in the South African schooling context, that they preferred working with learners of colour, because of their respect and appreciation towards their schooling, unlike white learners who are boastful and unappreciative (Le Roux, 2016). Nevertheless, this is in contrast to what American people believe to be the case, whereby they classify black people to be “dangerous, criminals and aggressive” (Staats, 2014 cited in Le Roux, 2016 p.6). Because of the complex nature of learner bad behaviour, teachers cannot blame every learner’s misconduct on the fee-policy change and should evaluate each problem on its own merit.

The Parents recommended:

- Financially struggling parents of learners in the community should consider enrolling at this no-fee school; and
- Government should continue making more schools no-fee schools, as it is beneficial to people within historically disadvantaged communities.

5.4 LIMITATIONS, CHALLENGES, AND SUGGESTIONS FOR FURTHER STUDY

Although this research was limited to one principal and six teachers from this school, and included four sets of parents from the community, questions have arisen that may lead to further research. It should be noted that there were two categories of parents in the section of the sample, whereby two have experienced the fee-paying policy and the other two the no-fee policy. Some of these limitations of the study and suggestions for further research are given below.

5.4.1 Limitation and challenges

The study was limited to one principal and six teachers at one school in the Western Cape. Therefore, the results of the research may not be generalized, but could be used to validate findings from similar studies elsewhere. This school is placed within a community which is among the poorest in South Africa and is located in a historically disadvantaged area. It wasn’t difficult for teachers to be convinced of the objective of the research. However, certain parents weren’t wholeheartedly sure of the objective of the research and felt that this might

jeopardize their occupation at the school. This uncertainty might have influenced the responses these parents gave.

Two limitations were found to be a potential threat to the study. These were:

5.4.1.1 Using English as the main medium of communication in the interview process

On the 4th February 1997, the country's democratic Constitution came into effect which recognizes 11 official languages, to which the state guarantees equal status. They are as follows: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho sa Leboa, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga and Indigenous creoles and pidgins. The school is a dual medium school, whereby English and Afrikaans are taught by all teachers within their respective classrooms. However, although I fluently understand Afrikaans, I conducted my research in English. The questionnaires and interview material were written up in English and so my selected members felt obligated to respond in English. Some members struggled with getting the right phrase out or giving depth to certain answers, because of their inability to fully and comprehensively relate certain experiences in a language other than their first. I will be cognizant of this shortfall for future research, and will instruct participants to speak freely in their most preferred language.

5.4.1.2 Suspicious interviewees

There were participants in the one-on-one interviews who were very sceptical regarding my study. Although they were very eager to contribute to new knowledge regarding 'their experiences' gained in working at this newly declared no-fee school, they however wanted to know if the principal was going to be made aware of the information given to me. I reassured all participants involved that pseudonyms would be used within my thesis and I would be the only one with access to the given information. This suspicion might also have influenced these participants' responses.

5.4.2 Suggestions for further study

This research study concerned itself with the experiences of certain individuals, namely teachers and parents, regarding the implementation of the no-fee policy at one specific primary school in a historically disadvantaged community, within the Lotus River area (Cape Town). Implicitly the study focused on the lived experiences - which include the transitional

period of fee-paying to no-fee paying at the school. The results obtained through this study show that challenges were experienced and through these challenges proposed topics for further research were identified. The following are some of the suggested topics for further research:

- The role of parents in the implementation of the no-fee policy.
- How the no-fee school policy affects learners' attitudes at primary school.
- The perceptions of a historically disadvantaged community regarding the no-fee school policy.

5.5 CONCLUSION

The purpose of this study was to report on and interpret the experiences of teachers and parents regarding the no-fee policy in a historically disadvantaged school in Cape Town. The study applied qualitative case study methodology to realise its purpose. I used purposeful sampling to select one newly declared no-fee school. From this school, one principal, six teachers and four sets of parents were interviewed on their experiences regarding this policy. Semi-structured interviews, observation and document analysis were triangulated to collect and enrich the data. This ensured the reliability, validity and trustworthiness of the study findings. The collected data was qualitatively analysed through inductive techniques. The study revealed that this no-fee school was able to address the needs of the poor in the Lotus River historically disadvantaged community.

Even though the study was conducted in one school, the findings and recommendations provide significant insight into how changing school-fee policies can benefit historically disadvantaged communities, where there is a lack of income from households, due to various socio-economic factors. Furthermore, this thesis does not aim to replace or circumvent existing research on no-fee schools, but the findings seek to consolidate existing literature on no-fee schooling and could potentially serve as a guide to teachers, schools, governments and education policy experts when formulating future policies or studies.

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APPENDIX A: ACCEPTANCE LETTER FROM WCED



Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20150826-2739

ENQUIRIES: Dr A T Wyngaard

Mr Clive Brown
26 Klarkia Street
Lentegeur
Mitchell's Plain
7785

Dear Mr Clive Brown

RESEARCH PROPOSAL: TEACHERS' AND PARENTS' EXPERIENCES REGARDING THE NO-FEE POLICY IN A HISTORICALLY DISADVANTAGED SCHOOL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **18 January 2016 till 30 September 2016**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 06 November 2015

APPENDIX B: ACCEPTANCE LETTER FROM CPUT ETHICAL COMMITTEE

Comments by Education Faculty Ethics Committee: The applicant has complied with the EFEC requirement of 3 August 2015 to have the supervisor sign the form and to use the correct application form and add more information regarding participant protection.

Approved: X	Referred back:	Approved subject to adaptations:
Chairperson: CM Kwenda		Date: 11 August 2015
Approval Certificate/Reference: EFEC 3-8/2015		

**APPENDIX C: LETTER TO WCED REQUESTING RESEARCH TO BE
CONDUCTED**

26 Klarkia Street
Lentegeur
Mitchell's Plain
7785
021 3743307
E-mail:
browncl@cput.ac.za

Western Cape Education Department
Private Bag X 9114
Cape Town
8000

Dear Sir

PERMISSION TO CONDUCT CASE STUDY RESEARCH

I am currently a Master of Education student at the Cape Peninsula University of Technology, Mowbray. The working title of my research is: "Teachers' and Parents' experiences regarding the no-fee policy in a historically disadvantaged school".

My research investigates the experiences of stakeholders at the school named above during its transition from fee-paying to no-fee paying school, and for this reason I request to interview the stakeholders who are involved in the implementation of this no-fee school policy.

I would like to explore and analyse school stakeholder perception of the no-fee school policy and their experiences during the transition from fee-paying to no-fee paying school.

The participants will be educators from a WCED school in Lotus River. The intended case study will take place during the first term (January to March) and will be conducted mostly during non-contact time. The research approach to be employed will be based on three methods of data collection namely questionnaires, a focus-group interview and observations.

You are kindly requested to grant permission for this research and to allow access to documented material issued by the WCED, which may assist me in enriching the findings.

Thanking you in anticipation.

Mr. C. Brown (student no. 203057058)

**APPENDIX D: LETTER TO PRINCIPAL REQUESTING COMPLETION OF
QUESTIONNAIRE AND POSSIBLE FOCUS-GROUP INTERVIEW**

26 Klarkia Street
Lentegeur
Mitchell's Plain
7785
021 3743307
E-mail
browncl@cput.ac.za

Dear Sir/Madam

REQUEST FOR YOUR PARTICIPATION IN A GROUP INTERVIEW RESEARCH

The effectiveness of schools is determined by many factors. One of these factors might be the contribution stakeholders have on the implementation of new school funding policies; namely the no-fee school policy.

I am in the process of researching the experiences that school stakeholders have regarding the instatement of the no-fee school policy.

It would be greatly appreciated and valued if you volunteered to be part of this research by completing a questionnaire and possibly participating in a focus group interview.

Please note that all information gathered will be treated as highly confidential. Should you be willing to participate, kindly sign the informed consent slip attached.

Your contribution would be greatly appreciated.

Yours in Education

C. Brown

CONSENT TO PARTICIPATE IN RESEARCH

I, _____ give my consent, without reservation to participate in this research. I have no objection to the information that may be published. I understand that my participation is voluntary and that I can decide to withdraw it at any time during the course of the research should I feel so inclined, without having to give reasons or being prejudiced in any way.

Signed

Witness

Date

Date

APPENDIX E: LETTER TO PRINCIPAL REQUESTING ONE-ON-ONE INTERVIEWS

26 Klarkia Street
Lentegeur
Mitchell's Plain
7785
021 3743307
E-mail:
browncl@cput.ac.za

Dear Sir/Madam

REQUEST FOR YOUR PARTICIPATION IN A ONE-ON-ONE INTERVIEW FOR RESEARCH

The effectiveness of schools is determined by many factors. One of these factors might be the contribution stakeholders have on the implementation of new school funding policies; namely the no-fee school policy.

I am in the process of researching the experiences that teachers' and parents' have regarding the instatement of the no-fee school policy.

It would be greatly appreciated and valued if you volunteered to be part of this research by participating in a one-on-one interview.

Please note that all information gathered will be treated as highly confidential. Should you be willing to participate, kindly sign the informed consent slip attached.

Your contribution would be greatly appreciated.

Yours in Education

C. Brown

CONSENT TO PARTICIPATE IN RESEARCH

I, _____ give my consent, without reservation to participate in this research. I have no objection to the information that may be published. I understand that my participation is voluntary and that I can decide to withdraw it at any time during the course of the research should I feel so inclined, without having to give reasons or being prejudiced in any way.

Signed

Witness

Date

Date

APPENDIX F: ONE-ON-ONE INTERVIEW SCHEDULE: PARENTS OF NO-FEE-PAYING LEARNERS

1. How did you come to know about this no-fee school?
2. Are you based within the community where the school is located?
3. How did the community find out about this school being declared a no-fee school?
4. What was the feeling like amongst members of the community regarding this no-fee school?
5. Would you say that the school has relieved the burden of parents from paying towards their children's education?
6. Do you pay towards anything here at the school?
7. What are the advantages of sending your child to this no-fee school?
8. Are there any disadvantages of sending your child to this school?
9. What has been your overall experience with this school?
10. Suppose you have a minute to talk to WCED on the topic (no-fee schools) what would you say?

APPENDIX G: SCHEDULED QUESTIONS FOR MEMBERS OF FOCUS-GROUP INTERVIEW

1. What do you understand by the term “no-fee” school?
2. What do you understand by the term “fee-paying” school?
3. In your opinion, did the school management fully explain the no-fee system to the parents of the learners?
4. What were conditions in the school like when it was still fee-paying?
5. What were the advantages of the school-fee paying policy for your school?
6. What were the disadvantages of the fee-paying policy for your school?
7. Since the implementation of the no-fee policy, what are the advantages of this system for your school?
8. Since the implementation of the no-fee policy, what are the disadvantages of this system for your school?
9. What is your overall view regarding the no-fee school policy?
10. Do you consider the policy to be a success, and why or why not?

.....

APPENDIX H: ONE-ON-ONE INTERVIEW SCHEDULE: PARENTS OF FEE-PAYING LEARNERS

1. What do you understand by “no-fee” school?

2. What do you understand by “fee-paying” school?

3. The school that I am talking about is now no-fee paying. Would you still have sent your child to this kind of school?

4. What was the school like during the time when your child was attending it?

5. What, in your opinion, are the advantages of the school-fee paying policy?

6. What, in your opinion, are the disadvantages of the school-fee paying policy?

APPENDIX I: ONE-ON-ONE INTERVIEW SCHEDULE WITH SCHOOL PRINCIPAL
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Open-ended main questions

1. How long have you been the principal at this school?
2. In which year did the school become a no-fee school?
3. What were the reasons for changing from a fee-paying to no-fee paying school?
4. How did your school community become aware that this is a no-fee school?
5. How does your school and its community benefit from the no-fee school status?
6. What resources did your school need in order to implement the no-fee policy?
7. What capacity does your school have to manage and administer the implementation of the no-fee school policy?
8. What challenges does your school experience with the no-fee school policy implementation?
9. How does your school address the challenges that you experience with the no-fee school policy implementation?
10. What is your overall experience with the new fee system since the school was declared a no-fee school?

APPENDIX J: QUESTIONNAIRE SCHEDULE: ALL MEMBERS OF STAFF.**General questionnaire on the no-fee school policy.****All Educators at selected school.****Instructions**

- This is not a test.
- The questions are to find out about your time of employment at the school and your experiences of the no-fee school policy.
- Yes **OR** No answers are allowed.

Name of educator: _____

<i>Question</i>	<i>Answer</i>
1. How long have you been working at this school?	1.
2. Did you work at the school whilst it was a fee-paying school?	2.
3. What do you think a no-fee school is?	3.
4. Did the school inform the parents of learners when it was declared a no-fee school?	4.
5. Did the school inform the community about the no-fee school status?	5.
6. Has the no-fee status improved teaching at the school?	6.
7. Has the no-fee status improved learning at the school?	7.
8. Has the change in school-fees affected the learners' perception towards school in general? For example: their attitude.	8.
9. Are you happy with the no-fee policy?	9.
10. What is your overall experience of working at a no-fee school?	10.

Please note that all information gathered will be treated as highly confidential. Your contribution is greatly appreciated.

Yours in Education

Mr. C. Brown.

APPENDIX K: OBSERVATION SCHEDULE

A checklist of all the available resources will be established after all the interviews, to verify statements made by all members.

Location: Name of school.

Date: 25TH January 2016.

Time: 8am till 13:00

	Time observed.
<p>Observe state of classrooms.</p> <p><i>Including:</i> Library, Camimaths Laboratory, Media Centre and Computer Room.</p>	<i>Duration of the day.</i>
<p>Observe the school grounds.</p> <p><i>Including:</i> Sickbay, Disabled School Toilet, School Main Hall, Soccer turf, Grade R-jungle gym and learners' playing ground.</p>	<i>Duration of the day.</i>
<p>Inspect available resources/teaching equipment.</p> <p><i>Including:</i> Interactive smart-boards, decorative walls with posters, Reading Areas, Blackboards and Administration area.</p>	<i>Duration of the day.</i>

APPENDIX L: SCHEDULED SCHOOL VISITATION DATES

	Activity/ies	Start Date	End Date	Comments
Term1	<ul style="list-style-type: none"> • Hand out questionnaires to all educators at school. • Interview principal. • Focus group interview. • 2 Parents (fee-paying). • 2 Parents (no-fee) • Observation of facilities at school. 	<ul style="list-style-type: none"> • 9th Sept 2015. • 18th Jan 2016. • 20th Jan 2016. • 21st Jan 2016. • 22nd Jan 2016. • 25th Jan 2016. 	<ul style="list-style-type: none"> • 9th Sept 2015.. • 18th Jan 2016. • 20th Jan 2016. • 21st Jan 2016. • 22nd Jan 2016. • 25th Jan 2016. 	
Term 2	<ul style="list-style-type: none"> • Visit school so principal, teachers and parents can verify transcripts of verbatim interviews. 	<ul style="list-style-type: none"> • 5th April 2016. 	<ul style="list-style-type: none"> • 8th April 2016. 	

APPENDIX M: GENERAL INFORMATION OF THE SCHOOL

- The school is located in a previously historically disadvantaged community, wherein learners are exposed daily to gangsterism and poverty is rife.
- The learners were provided daily with a meal. In 2007 the school was identified by WCED to become part of the Accelerated Schools Infrastructure Initiative (ASIDI), which was established by the Department of Basic Education with the aim of eradicating backlogs in school infrastructure.
- This newly renovated school was handed over by Minister of Education, Debbie Schäfer, on 2nd September 2014.
- The school boasts a variety of brand new facilities; these include 25 standard classrooms, a brand new admin block, 4 specialist rooms (computer classroom, multimedia centre and Music classroom and Art classroom), 4 Grade R classrooms with jungle gyms, 2 physical training labs, brand new general purpose hall with an adjoining feeding kitchen, and ablutions facilities (WCED, 2014).

Anne Kruger Language Practice

- ❖ 19 Nooitverwacht, 105 Main Street, Paarl 7646
- ❖ tel 072 374 6272 or 021 863 2315
- ❖ annekruger25@gmail.com

To whom it may concern

DECLARATION OF LANGUAGE EDITING

I, Elsje Anne Kruger, hereby declare that I have personally read through the dissertation of CLIVE JIMMY WILLIAM BROWN titled TEACHERS' AND PARENTS' EXPERIENCE REGARDING THE NO-FEE POLICY IN A HISTORICALLY DISADVANTAGED SCHOOL and have highlighted language errors and checked references. The track changes function was used and the author was responsible for accepting the editor's changes and finalising the references. I did no structural rewriting of the content.

Yours sincerely

Date

E Kruger

4-4-2017